

ANNUAL CATALOGUE

...AND...

Course of Study

...OF...

THE ILLINOIS

State Normal University

NORMAL, ILLINOIS

FORTY-FOURTH YEAR

FOR THE ACADEMIC YEAR ENDING JULY 19

1901

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CLARISSA E. ELA, Teacher of Drawing.

EVA WILKINS, Teacher of History.

AMELIA F. LUCAS, Teacher of Reading.

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ELIZABETH MAVITY, Teacher of Grammar.

FREDERIC D. BARBER, B.S., Teacher of Physical Science.

IRENE BLANCHARD, B.A., Assistant in Languages.

ELMER W. CAVINS, Teacher of Penmanship and Orthography.

CHARLES W. WHITTEN,
Assistant in Mathematics and Natural Science.

FRANK S. BOGARDUS, Principal of Practice School.

ANNE A. STANLEY, Critic Teacher, Seventh and Eighth Grades.

GENEVIEVE L. CLARK, Critic Teacher, Sixth Grade.

ELEANOR HAMPTON, Critic Teacher, Fifth Grade.

CLARA M. SNELL, Critic Teacher, Fourth Grade.

JESSIE M. DILLON, Critic Teacher, Third Grade.

WILL H. JOHNSON, Critic Teacher, Second Grade.

ANNA S. KING, Critic Teacher, First Grade.

ANGE V. MILNER, Librarian.

MILFORD JOHNSTON, Assistant Librarian.

FLORA P. DODGE, Stenographer.

Calendar for 1901-1902.

The school year of forty-two weeks is divided into three terms of twelve weeks each, and a summer term of six weeks.

FALL TERM.

September 9, 1901—Fall Term begins.

November 27—Fall Term ends.

Vacation of three days.

WINTER TERM.

December 2—Winter Term begins.

December 18—Semi-annual Meeting of the Board of Education.

December 19—Annual Contest of Literary Societies.

December 21—Vacation of two weeks.

January 6, 1902--Winter Term resumes.

February 28—Annual Contest in Oratory.

March 6—End of Winter Term.

Vacation of ten days.

SPRING TERM.

March 17—Spring Term begins.

June 4—Annual Meeting of the Board of Education.

June 4—Annual Meeting of the Alumni.

June 5—Annual Commencement Exercises.

SUMMER TERM.

June 9—Summer Term begins.

July 18—Summer Term ends.

September 8—Beginning of Fall Term of year 1902-3.

Illinois State Normal University.

Location.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The charter provides that intoxicating liquors shall never be sold within the limits of the town. There are no resorts that are in any respect objectionable. The city water mains extend along the principal streets furnishing an abundant supply of water from wells 180 feet deep. The streets and many residences are lighted by electricity. Sewers and gas mains are being laid in the residence portion during the present summer. Electric cars connect Normal and Bloomington.

Material Equipment.

The Normal School is comfortably housed in three buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains the dressing rooms, the chemical laboratory, and several store rooms. On the first floor are the offices, two spacious rooms for drawing classes, two assembly rooms and two class rooms. On the second floor are the main assembly room and eight class rooms. On the third floor are the halls of the literary societies and a large auditorium.

The Practice School building is a substantial brick structure of two stories and a basement. The basement contains four large play rooms. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, also, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 120. In addition to this there are ten recitation rooms—each sufficiently large to accommodate a class of twenty-five.

The third building is 100 by 125 feet and contains the gymnasium, bath rooms, library, and science rooms. The cut on the fourth page of cover shows it as seen from the east.

The three buildings are heated from a commodious boiler house which is equipped with three boilers.

The physical and chemical laboratories have recently been supplied with modern equipment and a good stock of new apparatus. The museum contains a choice collection of specimens, with a large number of duplicates for class use. The science department is furnished with an excellent stereopticon, a good supply of microscopes, a manikin, anatomical models and preparations, and other needful equipment for the study of physiology and biology.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise.

There is a valuable reference and circulating library of 12,000 bound volumes and 4,000 pamphlets. This collection is especially rich in juvenile books, and in the literature of education. The books have been carefully selected and catalogued and now constitute a very complete working library.

Students are allowed the free use of the reading-room and may draw out books without charge. The department is open eight and one-fourth hours of every school day and four hours on Saturday and during vacations. The librarian and assistant are always in attendance. The privilege of access to the shelves has been established, and the librarian gives instruction on the use of the library in a set of informal talks and practical lessons. It is the aim of the teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

Student Organizations.

Literary Societies.—There are four excellent literary societies connected with the school—the Wrightonian, the Philadelphian, the Ciceronian, and the Sapphonian. These are in flourishing condition, and afford abundant practice in oratory, debate, essay writing, and parliamentary usage. These societies have well furnished rooms set aside for their use.

Christian Associations.—New Students will receive a hearty welcome to the Young Men's and Young Women's Christian Association of the Normal School. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held. As their names imply, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

Oratorical Association.—The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest receive the Beach medals and the Beach prizes of \$100 for oratory and \$75 for declamation provided by Mr. Charles Beach, the first president of the association. The winner of the contest in oratory represents Illinois in the contest held in May each year under the direction of the Inter-State League of Normal Schools.

The Students' Lecture Association.—The students elect annually a lecture board who provide a course of high-class lectures and concerts at low cost. The course of 1900-1 contained eight numbers.

The Athletic Association.—This organization has general control of all student athletics in conjunction with the director of the gymnasium.

Student Publications.—The *VIDETTE* is a 32-page monthly filled with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. The best literary productions of the school find a place in its columns.

The *INDEX*, published annually by the senior class, contains detailed information in regard to the various student organizations, group portraits of contest teams, glee clubs, officers, committees, etc. Aiming especially to present the gayer features of student life, it becomes a chronicle of the humorous happenings of the year.

Conditions of Admission.

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age.
2. To sign a declaration of their intention to devote themselves to school-teaching in Illinois for as long a period as they attend the Normal School.
3. To pass a satisfactory examination given by the faculty, or to present one of the following evidences of scholarship:
 - a. A first-grade Teacher's Certificate.
 - b. An appointment by a County Superintendent of Schools.
 - c. A certificate of attendance at another State Normal School or at the University of Illinois.
 - d. A High School or College Diploma.

The entrance examination given by the faculty is in Reading, Arithmetic, Geography, History of the United States, English Grammar and Orthography.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate. The only advantage that the appointment affords is exemption from the entrance examination.

Students are assigned to the various sections of the entering class, Section F, Section I, or Section L, on the basis of previous preparation. Correspondence is invited in all cases which the general rules do not cover.

Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. Classes are provided each term for students beginning the course of study.

Accredited High Schools.

- Graduates of high schools with four-year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below, and provided that the work of the high school in these branches is accepted at the State University.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in such text-books as Wentworth.

PHYSICS—One year's work, including laboratory practice.

CHEMISTRY—One half-year's work.

ZOOLOGY—One half-year's work.

BOTANY—One half-year's work.

PHYSIOLOGY—One half-year's work.

PHYSICAL GEOGRAPHY—One half-year's work.

CIVIL GOVERNMENT of United States and of Illinois—One half-year's work.

GENERAL HISTORY—One year's work; Myers' General History or its equivalent.

LITERATURE—Daily practice in Composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in the study of complete masterpieces in prose and poetry.

Students of such high schools not having completed all the work described above will be admitted to Section F in all branches in which they comply with the conditions stated above.

In all cases where admission to Section F is desired there should be filed with the president the certificate of the principal of the high school last attended, showing that the requirements stated above have been met.

Expenses.

Tuition is free. An incidental fee of two dollars per term is charged. For the summer term of six weeks the fee is six dollars. Students from other states than Illinois are charged an additional tuition fee of twelve dollars per term for the long terms. If such students afterward teach an equivalent time in Illinois, the tuition is refunded.

Most of the students board in clubs at from \$2.00 to \$2.25 per week. Good furnished rooms, large enough for two persons, rent at from \$5.00 to \$8.00 per month. Rooms with board in private families may be had at from \$3.00 to \$4.00 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

The Normal School does not sell or rent text-books. The total cost of books and stationery need not exceed fifteen dollars per year. Students are advised to bring with them such books as they may have, but not to purchase others until they arrive in Normal.

Students arriving on the Illinois Central railroad or on the Chicago and Alton railway should check their baggage to Normal. Students coming to Bloomington on the limited trains on the Chicago and Alton, on the Big Four, or Lake Erie and Western may reach Normal by street cars. If baggage has been checked to Bloomington, the owners are advised to leave it there until they have located in Normal.

Trained Teachers.

Thoroughly trained teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such teachers. To meet this demand more effectively the Illinois State Normal University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students, as a rule, do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

Organization of the School.

The two purposes of the Normal student are to learn the Science of Education, and to acquire the art of teaching by practice under intelligent direction. Hence there are two departments of the Normal School, the Normal Department, giving instruction in theory, and the Practice Department, where the theories expounded are embodied in practice.

In the Normal Department there are two general lines of study.

1. Special Method, in which the subject matter of each of the various branches is organized with regard to its own inner relations, and also with regard to the interests and aptitudes of the child.

2. The General Method, that governs all learning and teaching. This work begins with the careful study of the process of teaching particular lessons as recalled from the student's own experience, or as observed in the practice school. It then passes to the more formal study of psychology and the laws of mental growth. Lastly it undertakes to unify all the activities of the school by showing them to be the outgrowth of a single central principle. These three stages are named in this school:

- a. The study of the Teaching Process.

- b. The study of psychology and General Method.

- c. The Philosophy of Education.

The Practice School is in part a model school to exemplify for observation and study the theory of the Normal Department. To this end the training teachers give frequent model lessons or "critiques" as a basis for observation and discussion. The teachers of the various branches in the Normal Department visit daily the practice school classes in their respective subjects to see that their instruction has been effective.

Its second function is to test the scholastic acquirements and the personal power of student teachers. The work required involves the preparation of lesson-plans, class-instruction, direction of study periods and the management of a school room under the immediate supervision of expert critic teachers.

The Practice School embraces the entire public school system of Normal, including 720 pupils in all grades. During the school year 1901-2, practice will be restricted to eight of the fourteen rooms below the high school and to six classes daily in the high school.

The Course of Instruction.

The Normal School does not exist to do the work of the public high school. The same subjects are treated, but from a professional standpoint. Its courses require a good degree of maturity and scholarship, quite as much as that attained by graduates of our best high schools with four-year courses. Accordingly the standard two-year program of the Normal School is planned for students of such preparation. Besides this standard program two other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-five credits are required for graduation. By a "credit" is meant the amount of work done in a given subject in a term of twelve weeks by a typical student reciting five times per week and carrying four studies. To complete the required program the attendance required of the typical student is six regular terms of twelve weeks and one summer term of six weeks.

Names of the Classes or Sections.

Graduates of accredited high schools having the specific qualifications described on page 9, and other students of equivalent preparation are known as Section F in their first year.

Graduates of village high schools, holders of first grade certificates and others of equivalent preparation often need eighteen or twenty-four weeks to make one of the standard credits. Such students are admitted to classes that complete the program in three years—nine regular terms and one summer term. They are known in their first term as Section I.

Students whose preparation consists of little more than a good knowledge of the common branches are assigned to Section L, and a program of study requiring four years,—twelve regular terms and one summer term—for its completion.

Students whose preparation and ability is intermediate between the types mentioned above may arrange to take part of their work in one section, part in another according to their needs. No definite time of graduation can be fixed for such students. It is intended that the scholarship attained before entering the Normal School, or while the Normal Course is in progress shall be equivalent to that represented by graduation from our best high schools, and to this is added in some form the strictly professional work described above.

Examinations for Advanced Standing.

To students pursuing any of the three forms of the course an opportunity is given to pass by examination any study in the program without taking the same in class.

Credit for Work in Other Institutions.

For all work done in other State Normal Schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions can be obtained only by examination as stated above.

Special Students.

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the practice school until they have had two preliminary courses in general method.

College Graduates.

For college and university graduates and graduates of other State Normal Schools are provided special lines of professional reading and investigation in addition to, or in lieu of, a portion of our standard program. In no case is the diploma of the institution granted for less than one year of resident work.

Statements of the Course.

Three views of the course are presented:

First, the Logical View, which presents the course as arising from the analysis of the universal law of teaching as it passes into the details of practice. In the actual work of the school the student for psychological reasons must pursue a different order, moving toward the higher generalizations.

Second, the statement of Work by Departments. This shows the organization of work in each department and the mode of providing for the academic deficiencies of students while the professional course is in progress.

Third, the Synoptical View, showing the relative position of classes entering with different preparation as described above.

The Logical View of the Course.

1. Universal Method in Education—Philosophy of Education.		
<i>a.</i> In its Ethical, in its Logical, and in its Esthetical aspects	1	credit
<i>b.</i> The School as the Organized Social Instrument of Education, including the History of Education. .	1	credit
2. General Method in Education, as modes and phases of the foregoing; or laws of learning common to all subjects—Logical and Psychological		
	1	credit
3. Special Method in Subjects, both Logical and Psychological, including the distinct attitude of life and type of thought required in each subject, with function in life-development. Special method in the sense of special types of thought and life, as distinctly marked by the following:		
<i>a.</i> Method in Mathematics.....	3	credits
<i>b.</i> Method in Physical Science	1	credit
<i>c.</i> Method in Biological Science.....	2	credits
<i>d.</i> Method in Psychological Science.....	1	credit
<i>e.</i> Method in Sociological Science.....		
(1) Method in Sociology and Economics.....	1	credit
(2) Method in Geography.....	1½	credits
(3) Method in Civics and History.....	2	credits
<i>f.</i> Method in Modes of Expression:		
(1) In Physical and Oral Expression	1	credit
(2) In Graphic Art.....	1	credit
(3) In Language:		
<i>a.</i> From the Linguistic point of view.....	1½	credits
<i>b.</i> From the Rhetorical and Literary point of view	2	credits
<i>c.</i> Work in Foreign Languages as provided for under Departmental Statement.		
(4) In Music.....	1	credit
4. The Science and Art of Instruction.		
<i>a.</i> The Psychology of the Teaching Process, including the Science and the Art of the Recitation and School Management in General.	1	credit
<i>b.</i> Practice in Teaching under the immediate guidance of "a" and remote of "3," "2," and "1"....	3	credits
Total Credits....		25

Statements of Courses in Departments.

PEDAGOGY.

Course 1.—THE TEACHING PROCESS.

As a ground for a fundamental treatment of the process the work begins with a discussion of the organic nature of the school. (a) Aim as determined by the nature of human life; (b) the elements of the school, their general nature and relation in the organism. Next are examined the simpler laws of the psychology of the teaching process. The school is seen as a triple process determined by the nature of the child, the subject matter, the function of the teacher. That phase of the process represented by the teacher is elaborated through discussion and illustration from teaching. From this discussion are deduced the science and the art of the recitation, including the principles of school management. The text-books used during the past year were Hinsdale's Art of Study, and Tompkins's Philosophy of Teaching.

Course 2.—ELEMENTS OF PSYCHOLOGY.

The primary purpose of this course is to learn the conditions, processes, and laws of mental development; and to understand the motives and forces that give rise to human activity and conduct. Thus is laid the knowledge foundations for dealing with human nature in its many aspects and relations, and for intelligent attack upon the problem of teaching. Another purpose is to give a preparation for the later and more advanced courses in general pedagogy.

The subject is developed through a study of the elements and processes of mental life, directly and vitally connected with the conditions and activities of learning and teaching. As an aid in verifying, organizing, enriching and extending the student's knowledge a text-book is used. Dexter and Garlick's Psychology in the Schoolroom is the class text for 1901-1902. The text-book work is supplemented by library readings from the best works on the topics studied. To make class work and library studies more real and concrete each student observes from life and reports many instances of the mental phenomena studied. Students may have the privilege of substituting for the regular text any one of the following: Baldwin's Elements of Psychology, James' Briefer Psychology, Sully's Outlines of Psychology, Dewey's Psychology, Thorndike's Human Nature Club, Stout's Manual of Psychology, Hoffding's Outlines of Psychology.

LEADING TOPICS:—The relation of the body organism to mental activities and development, including such topics as fatigue, temperament, etc.; different ways of getting ideas, sense-perception, imitation, suggestion, apperception, attention, habit, memory, association of ideas, imagination, thinking, language in its relation to the genesis of knowledge; feeling, including the law of interest; volition, including the law of expression and the effect of ideals upon conduct. Summary—(1) the evolution of an idea; (2) development thru apperceptual self-activity from lower to higher forms of thought, sentiment and action; (3) general stages of development in the individual and the race.

Course 3.—GENERAL METHOD.

In elementary psychology the student has already become familiar with the fundamental mental processes general to the experience of all persons, and to the acquisition of any subject matter. General method continues the study of mental development—how the mind creates its own world thru knowledge and understanding. General method uses the data of psychology, but moves on to a consideration of the more elaborate thought movements and larger unities involved in learning and teaching.

LEADING TOPICS:—(1) The Aim of education, (2) the mental movement from the individual notion to the general, and from the general to the individual; inductive and deductive thought movements, analysis and synthesis, comparison and generalization, logical definition, the syllogistic movement of mind in acquiring and applying knowledge; the law of correlation, the conception of a *system* of knowledge or of things,—all these are made subjects of study and observation and discussed in class. (3) A study of what constitutes a lesson, (1) in terms of the pupil's experience, (2) in terms of subject matter, (3) in terms of the teacher's experience, organization of lessons, observation and criticism.

The chief reference books are McMurry's *Method of the Recitation*, DeGarmo's *Essentials of Method*, Tompkins' *Philosophy of Teaching*, Landon's *Principles and Practice of Teaching*, and Garlick's *Manual of Method*. The class text, Dexter & Garlick's *Psychology in the School-room*, is supplemented by definite studies from these reference books and others in the library.

Course 4.—THE PHILOSOPHY OF EDUCATION.

The ultimate principle of education found in the nature of life. Definitions of education, its aim and agencies. Unconscious tuition.

The nature form and limit of conscious education. The special element of education. Particular systems of education as developed from various national standpoints. Text-book, Rosenkranz.

Course 5.—1. THE PHILOSOPHY OF SCHOOL ORGANIZATION, SUPERVISION AND MANAGEMENT.

(a) The Nature of Institutional life in general. (b) The fundamental Law of the School. (c) The logical evolution of the school through its fundamental law. (d) The Historic Development of the School and differentiation from other institutions. (e) The school at work under the law of its constitution. (f) The Social and Ethical Training in the working of the school as a spiritual organism. Text-book, Tompkin's Philosophy of School Management.

2. THE SCHOOL SYSTEM OF ILLINOIS. Its historical development, its defects. School law as embodied in statutes and judicial decisions.

Method in Arithmetic.

Course 1.—METHOD IN ARITHMETIC FOR THE FIRST SIX GRADES (12 weeks.)

THE PURPOSE:—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instruction in the primary and intermediate grades, with observation and analysis of work in Practice School. The Illinois State Course of Study forms the basis of the work.

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses should take as prerequisite Course 2. Students without high school training or its equivalent should take as prerequisites Courses 3 and 4, instead of Course 2.

Course 2.—PERCENTAGE AND MENSURATION (12 weeks.)

The purpose of this course is to arrive experimentally at modes of measuring areas and volumes, the processes of evolution, and the laws of similar figures, and to inform the students as to the conditions that obtain in carpeting, papering, land and lumber measure, the measurement of heights and distances, and practical problems in commercial applications of percentage, with lesson planning. It includes all the topics of the seventh and eighth years of the State Course of Study.

Course 3.—PERCENTAGE AND BUSINESS ARITHMETIC (12 weeks.)

The cases of percentage as related to fractions and integers, Profit and Loss, Commission, Stocks, Interest, Insurance, Banking and Exchange, Compound Interest and Annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects.

Course 4.—INDUCTIVE GEOMETRY AND MENSURATION (12 weeks.)

The principal truths of plane and solid geometry are developed experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry.

Method in Algebra.

The function, scope, and logical order of Algebra, its relations to arithmetic, its notation and fundamental ideas. Principles derived inductively from concrete problems, and afterward by rigorous deduction from definition. Especial attention is paid to the language of algebra, to describing and relating algebraic processes, and to the mode of developing the more difficult topics. The work includes quadratics and series, and is offered in three forms.

Course 1.—BEMAN AND SMITH'S ELEMENTS OF ALGEBRA, Chapters I—XV, XX, XXI.

Prerequisite: A strong high school course in Algebra equal to the requirement of the best colleges.

*Course 2.—LITERAL ARITHMETIC, FACTORING, FUNCTIONS, ROOTS, SIMPLE EQUATIONS. Chapters I-IX (12 weeks.)**Course 3.—ELIMINATION, QUADRATICS, BINOMIAL THEOREM. Chapters X—XV, XX, XXI (12 weeks.)*

These courses are for students who have had only a partial course in Algebra. Together they count as one credit, the equal of Course 1.

*Course 4.—LITERAL ARITHMETIC, FACTORING, FUNCTIONS, ROOTS, ADDITION OF FRACTIONS. Pages 1-125 (12 weeks.)**Course 5.—FRACTIONS, SIMPLE EQUATIONS, INDETERMINATE EQUATIONS, THEORY OF INDICES. Pages 126-219 (12 weeks.)**Course 6.—IRRATIONAL AND COMPLEX NUMBERS, QUADRATIC EQUATIONS, BINOMIAL THEOREM. Pages 220-303. Chapters XX, XXI, (12 weeks.)*

Courses 4, 5 and 6 are for students who have not studied Algebra. They count as one credit, the equivalent of Course 1.

Method in Geometry.

Course 1. (a) FORM STUDY IN THE GRAMMAR GRADES. (12 weeks.)

A brief examination of the methods of Inductive Geometry, the making and drawing of geometrical forms, and an outline of a course in this branch. Prerequisites: A thoro course in Plane Geometry as taught in our best high schools, and including not less than one year's work.

(b) A brief consideration of the method of high school geometry, of the different forms of proof, and of recent discussions on modes of teaching.

Courses 2 and 3.—METHOD IN THE GEOMETRY OF EUCLID (12 weeks each.)

These courses cover the ordinary high school work in plane, solid, and spherical geometry. Special attention is paid to the mechanism of deductive reasoning, the earlier demonstrations being developed in syllogisms. Review exercises include classification of the established truths, and schemes for tracing proofs to the original definitions and axioms upon which they rest. About one-third of the time is devoted to original demonstrations. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

Courses 2 and 3 are required of all students that have not had previously strong courses in geometry. Either course may be taken instead of Course 1 by students preparing for high school teaching.

Method in Astronomy (Elective.)

Course in Young's Elementary Astronomy (12 weeks.)

This course is intended to give students such an insight into the organization of the Solar System and the problems of Astronomy as will enable them to read an almanac, and teach mathematical geography intelligently. As far as possible, numerical facts are derived mathematically from the original data.

This course is given in the Fall Term, provided it is elected by at least ten students. Prerequisite: Plane Geometry.

Method in Physical Science.

Course 1.—METHOD IN PHYSICAL SCIENCE FOR THE GRADES WITH COURSE OF STUDY FOR THE SAME AND OBSERVATION IN THE PRACTICE SCHOOL. (Fall and Spring Terms.)

This course is to be taken by all candidates for graduation, other than those who take Courses 6, 4 and 5, and 2 in sequence, unless excused thru the election of elective courses from other departments. It is the only course required of students from accredited high schools having the prerequisite training in Physics and Chemistry. It contemplates the attainment of the following ends:

- a. The discovery of an acceptable pedagogical basis for the study of the Physical Sciences in the grades.
- b. The laying out of a Course of Study in Physical Science, involving Physics, Chemistry, Astronomy, Meteorology, etc., in harmony with the pedagogical principles above.
- c. A review of the principles and laws of Physical Science which such a course involves.
- d. Frequent observation of the work in the practice school.

Prerequisites: A practical first-hand knowledge of Elementary Physics and Elementary Chemistry, such as is obtained in our best high schools.

Text-book: No regular text is required but frequent reference is given to the Elementary texts in the physical sciences named above.

Course 2.—ELEMENTARY CHEMISTRY. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Winter and Spring Terms.

This is a brief course of Chemistry for those students who have not the prerequisite preparation for Course 1. It is a rather intensive study of the underlying principles of the science. An effort is made to consider those laws, theories, and processes which are *essential* to the science. The student is led to a familiarity with the general aspect of the science thru a study of a few of the more common elements and compounds only. All theories are stated quantitatively and nearly all laboratory exercises are quantitative in nature. The Atomic Theory is studied only after the *facts of chemical combination* are well understood, Chemical equations are given only the relative importance due them. Special attention is given the consideration of changes in energy, while the facts brought to light by the recent advances in Physical Chemistry receive due attention.

Prerequisites: A practical, first-hand knowledge of Elementary Physics, such as is obtained thru a thoro high school course by laboratory methods.

Text-book: Newell's Manual of Chemistry, and some other recent General Chemistry for reference.

* See note under Course 6.

Course 3.—ELEMENTARY PHYSICS, REVIEW COURSE. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) (Fall term.)

This is a course given for the benefit of students who have had a partial high school course in Physics, but who have had poor opportunity for laboratory practice. No attempt is made to take up the subject matter in the order followed in the text, but selections will be made to meet the needs of the class. The laboratory problems are likewise selected.

Prerequisites: Algebra and Geometry, and a fair text-book knowledge of Physics, about the equivalent of a first-grade certificate requirement.

Text-books: Avery's School Physics and Chute's Laboratory Manual.

Courses 4 and 5.—ELEMENTARY PHYSICS. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) (Course 4, Fall term, course 5, Winter term.)

This is a two-term course in Physics given for the benefit of students who have had little or no previous training in Physics as a science. The work of Course 4 includes:

- a. Theory, covering: Division, properties, and conditions of matter; motions, force, work, and energy; gravitation; uniform and accelerated velocities; pendulum; simple machines; mechanics of solids, liquids and gases; sound.
- b. Laboratory work, covering: Careful measurements of lengths, areas, volumes and masses; problems in cohesion and in the mechanics of solid liquids and gases; study of simple machines; problems in sound.

The work of Course 5 includes:

- a. Theory, covering: Heat and light; magnetism; static and current electricity.

b. Laboratory work, covering the same topics as the theory.

(All laboratory work is quantitative in nature.)

Prerequisites: Algebra and Geometry.

Text-books: Avery' School Physics and Chute's Laboratory Manual.

Course 6.—GENERAL PHYSICAL SCIENCE. (Winter Term.)

The object of this course is to afford the student an opportunity for making up deficiencies in general knowledge concerning natural phenomena occasioned by lack of training in nature study in the physical world while in the grades. All students who have had neither special advantages for nature study in the grades nor high school physical science will be expected to take this course as a prerequisite to all other courses in this department.

The course will cover in a simple way: Some phases of Elementary Meteorology, together with daily weather observations, both non-instrumental and instrumental; the physical principles involved in the use of the instruments; an elementary knowledge of the solar system with observations of planetary movements, and the movements and the resulting phases of the moon; a study of a few of the principal constellations, especially those lying along the zodiac; the use of the almanac; combustion and oxidation; etc., etc. In general the work will be determined by the phenomena which confront the student daily.

Text-books: "About the Weather," Harrington, and some elementary text-book in physics.

NOTE: While the regulations governing admission to the school are too flexible to permit of definite statement, in general it is found necessary for those who complete the Normal School Course of Study in two years or less to take Course 1 only; those who complete the Course of study in about three years take Courses 3, 2, and 1 in sequence, those who require four years in which to complete the Course of study take Courses 6, 4, and 5, and 2 in sequence.

Elective Courses.

Course 7.—METHOD OF PHYSICS FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME, together with the designing, setting-up and testing of suitable apparatus, and physical manipulation in general. (This may be made a two-term course giving *two credits*; 10 hours of laboratory work per week, counting as 5 hours.) (Fall and Winter Terms.)

The course contemplates the attainment of the following ends:

- a. The discovery of an acceptable pedagogical basis for a study of the Physical Sciences in the High School.
- b. The observation of the development of a course of Study in Physics, Courses 4 and 5 supposed to be in harmony with the pedagogical principles considered above.
- c. The acquisition of considerable skill in physical manipulation.
- d. Advanced reading upon the subject.

Prerequisites. Same as for Course 1.

Course 8. METHOD OF CHEMISTRY FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME. together with the designing, setting-up and testing of apparatus, and physical manipulation in general. (10 hours per week of laboratory work, counting as 5 hours.) (Winter and Spring Terms.)

The general intent and scope of this work is entirely comparable to that of Course 7. It is a close study of Course 2.

Prerequisites: Same as for Course 1.

N. B.—Courses 7 and 8 are elective courses. Students contemplating taking either of these courses should arrange for making the necessary substitutions as early as possible in their course.

Method in Biological Science.

Course 1.—METHOD IN BIOLOGICAL SCIENCE (1 credit.) One term.

Review of the field of Biology from the teacher's point of view, with a discussion of a course of Nature Study in the grades.

Prerequisites: One-half year in Zoology and one-half year in Botany with a practical study of a series of typical plants and animals. Such work is presupposed in graduates of a high school with a good four-year course.

Course 2.—METHOD IN PHYSIOLOGY (one credit.) One term.

Review of the subject matter for the purpose of establishing a sound pedagogical basis, and formulating a rational method and order of procedure in teaching Physiology and Hygiene in the grades.

Prerequisites: One term's study of Physiology, with practical work in dissection and experiment illustrating physiological processes. A knowledge of elementary physics, embracing levers, air and liquid pressure, the working of common pump, air pump and force pump; wave motion; an elementary knowledge of the chemistry of combustion.

Course 3.—BOTANY, One term.

Practical study of a series of plants typical of the main groups, including work in structure and function.

Prerequisite: Elementary Nature Study. (Course 6.)

Course 4.—ZOOLOGY. One term.

Practical work on a series of typical animals, paying especial attention to the habits and life histories.

Prerequisite: Elementary Nature Study.

Course 5.—PHYSIOLOGY. One term.

Practical work in experiment and dissection with observation in the grades.

Prerequisites: (Course 4.) Elementary knowledge of levers, air and liquid pressure, including the common pump, air pump and force pump; wave motion; an elementary knowledge of the laws of combustion.

Course 6.—NATURE STUDY IN THE LIVING WORLD. One or two terms, according to proficiency.

Students who have had a fair amount of work in Science, as in the smaller high schools, or schools with a shorter course, will be permitted to begin with Course 3, taking in sequence Courses 4 and 5. (In some cases students may begin with Course 4, taking after it Courses 5 and 3.)

In courses 3 to 6 the work is rather more academic in character, but at no step is the fact overlooked that preparation for teaching is the main object. Courses 3, 4 and 5, or Courses 3, 4, 5 and 6 count as two credits, equivalent to Courses 1 and 2.

SPECIAL AND ADVANCED COURSES.

For those preparing to teach Biological Science in High Schools the following courses are offered.

Course 7.—HIGH SCHOOL ZOOLOGY (one credit.) One term, 5 hours a week.

Advanced study and dissection; making collections; taxidermy; reading larger works; preparation of material and assistance in regular Normal school classes; teaching high school classes in Zoology in the Practice School.

Course 8.—HIGH SCHOOL PHYSIOLOGY (one credit.) One term (5 hours a week.) General plan the same as in zoology.

Course 9.—HIGH SCHOOL BOTANY (one credit.) One term (5 hours a week.)

The plan is essentially the same as for zoology and physiology.

Course 10.—SPECIAL NATURE STUDY (one credit.) One term (5 hours a week.)

Continued Nature Study. Familiarity with the changes from season to season. Familiarity with the leading works on Nature Study. Observation and practice in the Training School. A theme on some special phase of the subject of Nature Study, embodying contributions of original plans and ideas as to teaching the subject.

These four extra credits may be substituted for credits in other departments.

Method in Geography.

The aim in Geography is to show the nature, content and purpose of the subject. In doing this its relation to other subjects is dwelt upon. An effort is made to determine its value, both as an information study and as an instrument of mental discipline.

The home neighborhood is regarded as the world in miniature, and its study as the key to the study of the world, as the concepts acquired here give power to interpret the books and maps that treat of remote regions later on.

The action and reaction of the land, water, and atmosphere upon one another are studied, consequently physiography forms one of the principal topics. The industrial, economic, and sociological phases of the subject also receive attention. This necessitates a study of the importance of relative position, contour, and relief. Their influence upon man and his institutions is the point of view from which they are studied. The same is true of the winds, marine currents, and other leading topics that fall within the province of geography.

To ascertain the influence of the position and structure of a country upon the industrial and social life of its people, some of the larger cities are studied with care, especially such as are famous as manufacturing or commercial centers, an effort being made to find the reason for this location and for the particular industries in which they excel.

But while the influence of environment upon man is thus studied, man's influence upon his environment is also noted. It is shown that as he has advanced in knowledge, he has acquired the power to use his natural environment to make new ones that enable him to overcome the obstacles that may be in the way of his further advancement.

Courses in Geography.

Course 1. [F]—The logical construction of geography with methods in the grades.....6 weeks
This course is to be taken by all candidates for graduation.

Course 2. [F]—A study of the United States, illustrating methods; mathematical geography; and principal topics in physical geography12 weeks

Course 3. [I and L]—*a.* The same as Course 1.....6 weeks
b. A study of North America, illustrating the methods in the grades 6 weeks

Course 4. [H]—Mathematical Geography, and a
Study of Europe6 weeks

Course 5 [K]—Mathematical Geography;
South America and the Eastern Hemisphere.....12 weeks

Course 6 [A and B]—Physical Geography.
This course not only treats of the usual topics in physical geography, but also dwells on the philosophy of geography as revealed in history.

Text-book in Descriptive Geography: Optional.

Text-book in Physical Geography: Guyot's Earth and Man.

Method in Social and Economic Science.

For the present no prerequisites of academic knowledge will be made. The Course will include:

1. *Theory of Economic Forces.* The general movement during the term's work will be that determined by a deductive treatment of the science. But each main tenet of economic theory will be developed in the class-room before the authorities are read; and its discussion will be accompanied by the observation, collection, classification of industrial facts and the reading of pertinent industrial history. See below 2 and 3.

2. *Society as a Product of Economic Forces.* Observation of industrial phenomena within reach; cumulative experience of the class; our industries—extractive, transforming, transferring, transporting, service, collection of data for cities, counties, states, the nation, for other nations; localization of industries; economics and geography. Study of the social condition of the several economic classes. Discussion of the various social and economic questions that the data collected suggest; economics and morality.

3. *Economic Forces in History.* Industrial History of England and of the United States, as supplementary reading. The knowledge whence we came as a help in determining whither we are going. How economic forces have made a political history.

4. *Method in Economic and Social Science for the Public School.* Discussion of the method for the high school. What may be done in the grades. Outlines of matter to be used in the grades in connection with history, geography, general exercises, calculated (1) to increase the pupil's society knowledge and (2) to make him locate himself in the social order, feel the responsibilities of his position, and form correct social habits.

History.

History, altho divided into periods for convenience, is a continuous whole; and one of the purposes of the study is to show this continuity. It should reveal to the learner the progress of humanity in its march from the imperfect to the perfect. He should be able to see the great procession as it moves along the lines of government, education, religion, industry and social culture, as it is only by so doing that he derives the greatest benefit from the study.

Ancient History shows us the early people coming out of the legendary haze into the sunlight of history. It reveals the contribution made by each toward the civilization of the race. A study of this division of History will enable the student to see that while nations rise, flourish and decay, that which is vital in the civilization of any one of them does not die, but enters into the life of another which is prepared to carry it to a higher degree of perfection. The indebtedness of the present to the remote past is thus made clear.

The earlier part of Mediaeval History shows how humanity extricated itself from the confusion which followed the swarming of the northern Barbarians into Greece and Italy. It is usually called the

Dark Ages, but what few records we have of the period show that it was one of great activity—a time of germination, in which the principle of the survival of the fittest was vigorously at work. From this germinating period may be seen coming the great institutions which have given character to modern nations, and which have differentiated them from one another. The latter part of Mediaeval History traces the history of these institutions, as well as that of the action and reaction of Asia and Europe upon each other.

The earlier part of what is usually termed the History of the United States is American History only in a slight degree. It is the history of discoveries and explorations by European nations and of their struggles for supremacy in the New World. To understand it, therefore, it is necessary to study the conditions prevailing in those countries at the time. But as the people and institutions which gave character to the American colonies were English, the history of England should receive more attention from the teacher of American history than should that of the other nations. The student should see that it was from English History that the fathers learned their lessons of liberty. The principles at issue in the Revolutionary War should be understood, and so should the influence of the victory upon the history of the world. All of the wars in which the nation has been engaged are worthy of some attention, if for no other reason than for the results which followed. Even the Mexican War was important because of its influence upon slavery, and consequently upon the secession of the states. To see nothing at stake in the Civil War more than the preservation of the Union would be a short-sighted view of the subject. To appreciate properly its importance it must be considered in its relation to world history. The Spanish-American War with its motive and consequences should be dwelt upon. The fact of its being so recent, and marking out a new line of policy on the part of the nation makes a careful study of it all the more imperative. But while our wars are worthy of attention, our progress thru the arts of peace are worthy of still greater consideration. Our mastery of the forces of nature, by which the comfort, wealth and intelligence of the people have been enhanced, is the most important topic in our history. The captains of war are not to be slighted, but the captains of invention, of industry, and of literature are worthy of equal attention, at least.

Civil Government is a phase of history. It traces the origin and growth of laws and institutions. The civil government of the United States has its roots largely in English history, and cannot well be

understood without some knowledge of that history. The rights and duties of the citizen, his relation to the nation, to the state and to the other units of government form the more essential topics. The duties which the nation and state owe to the citizen are also important. In tracing these mutual relations, the machinery of government is studied, and the effect of its working is seen in our history.

Courses in History.

Course 1. [G and D]—History of the United States.....12 weeks.

Course 2. [A²]—History of the United States and Civics, with special reference to method of presentation. Second term of the second year..12 weeks.

Course 3. [A⁴]—Advanced work in the history of the United States. Third term of the fourth year..... 12 weeks.

Course 4. [A⁴]—Ancient History.

First term of the fourth year..... 12 weeks.

Course 5. [A⁴]—Mediaeval and Modern History. Second term of the fourth year.. 12 weeks.

Course 6. [A² & A³]—General History. Last term of senior year for those who have not taken courses 4 and 5.....12 weeks.

Course 7. [B & C]—Civil Government of Illinois and of the United States.....12 weeks.

Text-book in United States History: McLaughlin, McMaster, Johnston, Montgomery or any other good text.

Text-book in General History: Myers.

Text-books in Civil Government: Fiske's Civil Government, and Trowbridge's Illinois and the Nation.

Physical Culture.

The Physical Culture courses are to prepare teachers of public schools to promote by the use of appropriate physical exercise the highest physical welfare of their pupils. They are not intended primarily for the benefit of the teachers, yet they furnish excellent personal training and make all other physical exercise more beneficial.

Course 1. PHYSICAL EXPRESSION (6 weeks.)

This course is required of all students. Its purpose is:

1. To discover by a study of the human body what principles of exercise must be used to secure the complete use of the body.
2. To find exercises in harmony with these principles.
3. To make an organic arrangement of these exercises into a graded system.
4. Brief practice of typical exercises.

During this prosecution the subjects of Health, Beauty of Form and of Movement, Physical Expression and Character will be considered in their relation to Physical Exercise. The philosophy of Physical Expression will include a study of gesture and its genesis; leading to the idea that genuine expression is a gleaming forth of the inner life. Prerequisites to this course are:

1. Physical erectness and freedom.
2. Ease and smoothness in walking.
3. General culture expressed through the body.

A special suit is not required but the clothing must allow free movement of all parts of the body.

No text-book is used. Reading is required from the following books:

- Physical Culture, C. W. Emerson.
- The Philosophy of Gesture, C. W. Emerson.
- Expression of Emotions in Man and Animals, Darwin.
- Nature and Culture, Mabie.
- Descent of Man, Darwin.
- The Ascent of Man, Drummond.
- Education of the Central Nervous System, Halleck.
- Primer of Psychology, Ladd.
- Practical Psychology, Krohn.
- An elementary knowledge of anatomy and physiology is presumed.

Course 2. GYMNASTICS (Two periods a week for 12 weeks.)

This course is prerequisite to course 1 for all students.

Its aim is to secure health, symmetry, graceful carriage, and cultured freedom in all movements.

The work is in the main the Emerson system of physical culture and includes various light exercises, dumb bells, clubs, wands, May-pole games, poising, skipping and walking exercises. Some vigorous apparatus work is done by students who are strong enough.

A special suit is necessary.

Course 3. GYMNASISTICS (Two periods a week for 12 weeks.)

This is the first prerequisite to course 1 for all students.

It aims at health, erectness, and economy of movement. The exercises are similar to those of course 2 but are more simple.

A specific suit is needed consisting of navy blue serge blouse and bloomer, and black slippers. Suits can be made after arrival at a cost of from \$3 to \$6.

The general health and physical development of all young women are carefully looked after by the Preceptress and teacher of reading. Suitable exercises are prescribed and advice given after careful inquiry in regard to the physical condition of the student.

Athletics.

Athletic sports are encouraged, as a means to pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of cooperative enterprise; also, as furnishing pleasurable interests which will keep the student from seeking questionable entertainment.

Basket ball, tennis, base ball, foot ball, are the games most in use. There are two fields for basket ball, one in the gymnasium and one on the campus. There are numerous good tennis courts on the campus and one in the gymnasium. For the other games there is abundant room and ample provision. These games are managed so that a large number may engage in them. Opportunity is given to several students to acquire skill in conducting games. The gymnasium is open for exercise at certain hours under suitable restrictions to those who are not enrolled in classes.

Reading Method.

(Six weeks) Required of all students.

This course is a discussion of what reading work should include, and of suitable material and method for grades one to eight; observation of lessons given by the critic teachers of the Practice School runs parallel to class discussion.

Hinsdale's Teaching the Language Arts, McMurry's Special Method in Reading, and Clark's How to Teach Reading in the Public Schools are used as references.

Reading.

Course 1.—(Six weeks.) Required of all students.

Graduates of four-year high schools are expected to be able to take this course without additional preparation, but if the work done in the high school has not given the ability to interpret and appreciate good literature they may be requested to precede it with Course 2. If there is any condition of voice or physique which would prevent success in the work of this term, the condition must be corrected before admission to this class can be granted. The articulation must be clear. This course is also for students who have prepared for it by taking one or both of the other courses. (See Courses 2 and 3.)

About two weeks are spent in reading selections from good authors for advanced drill in expression. Such physical exercises as are necessary to enliven the body and develop breath control will be given during the recitation period. The remaining four weeks are spent in telling stories suitable for use in first, second and third grades, and in the delivery of original speeches. Phonic work (see Course 2) will be given in this course to students who have not taken Course 2.

Material: Some of the following selections will be used: Sohrab and Rustum, Arnold; The Queen's Wake, Hogg; A Christmas Carol, Dickens; The Cricket on the Hearth, Dickens; Child Life in Poetry, Whittier; The Pied Piper, and Other Poems, Browning.

Course 2.—(12 weeks.)

This course is for graduates of three-year high schools, for students who have prepared for it by taking Course 3, and for graduates of four-year high schools who may have failed to enter Course 1. It is to be followed by Course 1.

(a) Phonic work including articulation drills, study of the English sounds with study of the action of the organs used in forming them, and discussion of the relation of articulation to expression in reading. Text: Phonics and Reading, Van Liew and Lucas.

(b) Tasks and interpretation demanding considerable ability are presented and the work in expression is of a higher grade than that accepted in Reading 3. (See Course 3) Selections will be made from the following for class use: Wordsworth's Poems, Nature and Culture, Mabie; Marmion, Scott; Sella, Thanatopsis and Other Poems, Bryant; Poems from the writings of Ralph Waldo Emerson; The Flight of a Tartar Tribe, DeQuincey; The Vision of Sir Launfal, Lowell; Merchant of Venice. Julius Cæsar, Twelfth Night, Richard II, Shakspeare.

Supplementary reading chosen from among the following will be required according to the needs and ability of the class: *Hiaiwatha*; *The House of Seven Gables*, Hawthorne; *The Vicar of Wakefield*, Goldsmith; *The Toilers of the Sea*, Master and Man, Hugo; *Ivanhoe*, Scott; *Self Reliance*, Emerson.

Course 3.—(Twelve weeks.)

This course is for students who have had no high school training and who expect to do four years work, before graduation. It is to be followed by Courses 1 and 2.

The material used in this course is simple, the object being to give acquaintance with as large a body of literature as possible while laying a foundation in clear, intelligent thinking and ready speech for future work in expression.

Selections will be made from the following for class use: Under the Old Elm and Other Poems, Longfellow; *Romulus*, Alexander, Abbott; *Lars and Other Poems*, Taylor; *Rip Van Winkle*, Irving; *Grandfather's Story of Bunker Hill Battle and Other Poems*, Holmes; *Paul Revere's Ride and Other Poems*, Longfellow; *The Courtship of Miles Standish*, Longfellow. Such of the following as have not been read may be required for supplementary work: *Hawthorne's Wonder Book*; *Kingsley's Greek Heroes*; *The Last of the Mohicans*, Cooper; *The Autocrat of the Breakfast Table*, Holmes; *Old Greek Folk Stories*, Peabody; *Heroes of Asgard*.

Art Department.

Course 1. (a) History of art. Brief study of ancient, mediaeval, and modern art with an effort to lead the student to see that art is an expression of the life of the people.

(b) Color. Study of the theory of the color. Study of color in nature. Mediums. Water color.

Students taking this course must be able to draw freely in Perspective, Light and Shade, and Color. School principals should see that students wishing to enter this work do thoro work in the high schools.

This course is required of all students.

Course 2.

First Term. Free hand perspective. Light and Shade. Illustrative sketching. Picture composition. This course is to be followed by course 1 and is required of all students not prepared to enter course 1.

Course 3.

First Term. Study of the form of common objects, fruits, plants, &c. In part of this course clay is used as the medium of expression, in the remaining part, the soft pencil. This course is to be followed by courses 2 and 3 and is required of all students entering Section L. As it will require little work outside the class, it will regularly be combined with Music 2.

It is hardly necessary to say that these courses are planned for teachers, that teachers may draw freely. It is hoped, however, that as students they may learn to seek the culture that is derived from the beautiful in Nature and Art.

Method in Penmanship.

Course 1. Method of Penmanship in the Grades (3 weeks.)

Penmanship is considered only a means to an end. The aim of this course is to determine from the standpoint of the teacher what written forms can be most easily read and the means by which they can most easily and rapidly be produced. Economy of effort is the basis for determining all the details of form, position, movement, and aims of practice.

This course is required of all students except such members of Section F as write well with ease and speed. It includes merely the pedagogy of the subject, but all pupils who cannot do legible writing with ease and a fair degree of speed should, in addition to Course 1, take

Course 2. Practice in the theory and art of penmanship. (6 weeks, or longer if necessary.)

Method in Word Study.

Course 1. Method of spelling and word analysis in the grades. (3 weeks).

This course is required of all students except those admitted to Section F. It is the only course required of students who upon examination, are found to have

- a. The ability to spell 90 out of 100 familiar words, such as lose, led, busy, until, separate, occurred, reference, notable, noticeable, ridiculous, accommodate, recommend, and

- b. A knowledge of the literal meaning of 75 out of 100 of the most frequently recurring prefixes, suffixes, and roots which compose our most familiar derived words, such as proceed, recourse, educate, geography, bicycle, verdict, bisection, corpulent, thermometer, sympathy.

All students, including Section F, who have not the prerequisite preparation for Course 1 should take

Course 2. Drill in spelling and word analysis. (3 weeks, or as much longer as may be necessary to attain the standard set for Course 1.

On the first Thursday of each term an examination is offered to all who wish to be excused from Course 2 in spelling.

Method in Bookkeeping.

This course, which covers a term of six weeks, has for its aim to prepare teachers for the work in book-keeping outlined in the state course of study.

From a study and comparison of a number of individual accounts,—cash, merchandise, and personal,—the principles of debit and credit are derived. These principles are then applied to the handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchange. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are learned. Most of this work is done in the class. Outside of the class pupils use the Sadler-Rowe Budget System, which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger.

Method In Grammar.

1. *Purpose of Work.*—To give a teaching knowledge of grammar; (1) a knowledge of the body of facts, constituting the science of grammar, in their organic relations, and (2) a knowledge of the process by which the mind must acquire grammatical facts,—of the method of acquisition appropriate to a science and to child-mind.

2. *Plan.* (a) The organizing principle of grammar discovered and stated.

(b) This principle shown to give rise to the science of grammar.

3. *Topics.* (a) Relation of thought to language. Nature of a thought and of a sentence. Different forms of thoughts and the corresponding forms of sentences. Classification of sentences on the basis of the relation of the speaker to the listener. Simple, complex, and compound ideas, necessitating words and phrases. The clause and the thought form that gives rise to it. Principal and subordinate ideas in the thought, and the modified and modifying elements in the sentence. Objects, attributes, and relations, ideas of them, and the language forms expressing these ideas.

(b) The parts of speech, their nature, functions, and resemblance. A logical basis of definition sought, and all definitions tested by it. Much study of concrete methods of presenting the facts arrived at, to children in the grades. The relations of grammar to other subjects of study, and to life.

Course 1. (12 weeks) All the work described above. This course is intended for Section F.

Course 2. (12 weeks) The topics indicated above under (a)

Course 3. (6 weeks) The topics indicated above under (b)

These two courses are intended for Section I.

Course 4. (12 weeks) Elementary work on the sentence, a simplification of course 2.

Course 5. (12 weeks) Continued work on the sentence. Parts of speech begun.

Course 6. (6 weeks) Parts of speech continued.

These three courses are equivalent to Course 1, and are intended for students entering in Section L.

Text-book. Any one of the following: Wisely, Miss Mead, Reed and Kellogg, Metcalf, Bain's Higher English Grammar, Mrs. Haynie.

Literature.

Four regular courses in literature are given, of one term each. In these an effort is made to bring students to a clearer knowledge of the nature of literature and its relation to life, in order that they may determine more intelligently what they should aim at in teaching literature themselves, what should control their choice of literature to be read with pupils, and how they should handle what they read. To this end there are studied in the several courses as many types of literature as time permits.

Course 1. Poetry and the Novel. Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Outside of class a further study is made of narrative verse usually Tennyson's *Princess* or *Idylls of the King*, and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discussed in class.

Course 2. Poetry and Essays, or Speeches and the Novel. The great epic, in *Paradise Lost*, and narrative and lyric verse in the volume of selections from Wordsworth made by Matthew Arnold, form the basis of the work in the classroom. The outside reading consists of readings from Emerson's *Essays, First Series*, or Arnold's *Culture and Anarchy*, or Carlyle's *Sartor Resartus*, or Speeches by Burke or Webster, and a novel by Thackeray or Hawthorne. Essays and discussions as in Course 1.

Course 3. Shakspeare. Two plays are read in class, usually *Macbeth* and *Hamlet*. Outside of the classroom Marlowe's *Edward II.* and Shakspeare's *Richard II.* are studied and compared, and one more play by Shakspeare is read, either a comedy or *Lear* or *Othello*. Essays and discussions as in Courses 1 and 2.

Course 4. POETRY, DRAMA, AND NOVEL. This is a combination of Course 1 and Course 3. This is the only single course in literature that gives a full credit toward graduation. It is intended only for such graduates of the best high schools as have had the preparation described on page 9. Such graduates are supposed to have sufficient preparation in literature to permit the emphasis of the class-room work to be thrown almost wholly on technical and professional points. All who are without this preparation must substitute for course 4, courses 1, 2, and 3, or as many of them as their lack of preparation may make necessary.

Electives. Students who wish to prepare themselves more thoroly to teach literature in the common schools and high schools may be permitted to make three additional credits in literature in place of one credit in mathematics, one in science, and one in history or geography or political science. For this purpose three elective courses were given in the year 1900-1901. These were as follows:

Elective 1. Poetry from Milton to Tennyson.

Elective 2. The Drama from the *Miracle Plays* to Beaumont and Fletcher, and Webster with special reference to Shakspeare's place and work.

Elective 3. Browning, in Corson's Introduction to Browning.

If the work of the department permits, electives will again be offered in 1901-1902. In that case speeches and orations will probably be substituted for one of the electives described.

Rhetoric.

Course 1.—COMPOSITION. An elementary course based on Scott and Denney's Elementary English Composition.

Course 2. RHETORIC. Based on Genung's Outlines of Rhetoric, part II.

Course 3. SCIENCE OF DISCOURSE. A more advanced course, based on Barrett Wendell's English Composition and Herbert Spencer's Philosophy of Style.

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they must take courses 1 and 2, or course 2 in rhetoric, and at least two of the courses in literature.

TEXT BOOKS.

Shakspeare, The Arden edition.

Silas Marner, Appleton's Twentieth Century series.

Milton's Paradise Lost, Allyn & Bacon.

Arnold's Selections from Wordsworth, Macmillan.

Outlines of Rhetoric, Genung.

Elementary English Composition, Scott and Denney.

Spencer's Philosophy of Style, Maynard's English Classics edition.

Barrett Wendell's English Composition, Scribner.

Idylls of the King, Rolfe's or Cook's.

Sohrab and Rustum, in Student's Series of English Classics, or as published by American Book Co., or Houghton and Mifflin.

Music.

Course 1.—THE ELEMENTS OF MUSICAL NOTATION, Practice and sight-reading in ten keys. Chromatic and minor scales in four forms. Two, three, and four part singing. (12 weeks, daily.)

Course 2.—THE PHILOSOPHY OF TRANSPOSITION. Choral Practice (12 weeks, daily.)

Course 1. is required of all students except such as have already acquired skill in sight-reading. For such students course 2 is the required course. Any other student may elect course 2 after completing course 1.

In addition to these regular courses twenty minutes are given daily to practice in singing. Glee clubs and quartets organized under the direction of this department, afford additional practice. In 1901-2 the music will be taught by Professor F. W. Westhoff, late Supervisor of Music in the public schools of Decatur.

Method in Latin.

Six credits are required for the completion of the course, one from each of the following:

Course 1.—METHOD IN BEGINNING (First Year.) LATIN (60 hours.)

Prerequisites: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparative view of the declensions and conjugations and correlation of phonetic changes involved with phenomena that the pupil is acquainted with. Physiological explanation of phonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question will be asked at every step: What is the English (or the German, etc.) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Lineal relationship of Latin and English, how and when Latin derivatives came. Illustrations of each class, development of a dozen important roots in English. Cognate relationship of Latin and English, many illustrations, statement of Grimm's law.

Note: For the accommodation of pupils who have not had the usual academic training in first year's Latin, Course 1 will be given, along with the academic work required, in a course that will take twenty-four weeks for its completion.

Course 2.—METHOD IN SECOND YEAR LATIN (60 hours.)

Prerequisites: Two years' academic work and Course 1 above.

Enough translating will be done to insure that the pupils have acquired the habit of using only good, clear English that employs the

usual English methods of expressing the relations expressed in the Latin original. This is our definition of a literal translation.

Inductive study of the Latin method of expressing those relations that usually offer to beginners the most difficulty, collection of all the illustrations in Cæsar, examination of different authorities, etc.: thus *cum*-clauses, gerund and gerundive, uses of dative, etc., will be studied. Further study of the lineal relationship of Latin and English. General changes that derivatives of the first, the second, the third and the fourth period have undergone. The cognate relationship; mastery of the consonant correspondences with illustrations.

Note: For the accommodation of pupils who have not had the prerequisite academic work necessary for Course 2, the course will be given in a class that will take the academic work along with the above, and take one school year for the work.

Course 3.—METHOD IN CICERO (60 hours.)

Prerequisite: Courses 1 and 2 and an academic course of two years in some secondary school.

Alternate days the class will recite with a class that is going over the work for the first time, both review and advance being required of all the pupils alike. It will be insisted upon that the translation be worthy of the Latin original. Analysis of the orations from oratorical and rhetorical standpoint. Written re-review of one, for the sake of getting exceptionally good English. It is the aim to spend most of the recitation time in this course upon matters pertaining to rhetoric and literature. We depend largely upon this course to form good literary taste and literary appreciation in the mind of the pupil.

Note: For the accommodation of pupils who have not had the prerequisite academic training, this course will also be offered to pupils with a class that is going over the ground for the first time, and will take twenty-four weeks for its completion.

Course 4.—THE METHOD IN VERGIL AND OVID. (12 weeks.)

Prerequisite: Courses 1, 2, and 3.

Considerable reading will be done, study of the scansion (the purely quantitative method.) Study of the authors from the literary standpoint.

Note: Also offered in a class that takes one year for the work.

Course 5.—Advanced Reading (Livy.) (12 weeks.)

Prerequisite: Courses 1-5, above.

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Comparative syntax of Livy and Cæsar. Lineal and cognate relationship of Latin and English. Vowel and consonant changes of words of the third period. All the important classes of derived words treated. Cognate correspondence of Latin and English vowels.

Course 6.—Advanced Reading. Horace, Odes, etc. (12 weeks.)

Prerequisites: Courses 1-5, above.

Literary interpretation of authors read. Application of the student's knowledge of the comparative phonology of Latin and English and German in a dozen practical fields, as in the reconciliation of Latin and English and German numeral systems, declensions. History from cognates. Discussion of secondary school problems that pertain to Latin.

Latin books used: Grammar, Bennett's Complete; Collar and Daniell's First Latin Book; Kelsey's Cæsar; Harper and Gallup's Cicero; Kelsey's Ovid; Comstock's Vergil; Lord's Livy; Smith's Horace. Other good texts may often answer as well as those mentioned above.

WHAT LATIN MAY BE SUBSTITUTED FOR.

Graduates of approved high schools, if they have had three or four years' Latin, may take the six courses in method and substitute for six credits of their regular course as it may be directed.

Graduates of the smaller high schools, expecting to take about nine terms for the completion of their work here, may, if they have had as much as two years' Latin, complete our Latin Course in nine terms and omit nine studies in their regular course, as follows: reading and gymnastics, one term; geography, one-half term; words and writing, one-half term; drawing and arithmetic, one term each; grammar, one-half term; the other four and one-half terms' work to be determined with reference to the past course, the record and the aim of each individual student. Pupils of this class who have had no Latin may complete three years of our Latin work, omit the first four and one-half studies mentioned first above, and one and one-half studies to be determined later.

Pupils who come to us with no high school training and no Latin, may, if they take Latin, omit some one study each term during the eleven or the twelve terms of their course. The omissions for the first year shall be: composition, one term's arithmetic, words and writing. What the later omissions shall be will be determined when the proper time comes.

The above privileges of substitution are for such students as take Latin thru the entire curriculum. For a small amount of academic Latin full equivalents will not be allowed. A year's Latin may be substituted for one term's work in any study in the regular program. Two years' Latin is accepted as substitute for three terms' work in other studies. The summer term may be utilized to get studies out of the way that room may be left for foreign language work.

It is suggested that it would be best for many students to add to the length of their courses to get Latin and German. Thus, a student who might otherwise expect to finish his course in three years, could take twelve terms of Latin and six of German, omit only six other studies for one term each, and still finish his work in four years.

Under proper circumstances pupils may be allowed to substitute German for some of the Latin arranged for above.

Greek about first term

German Courses.

Course 1.—METHOD IN FIRST YEAR GERMAN.

Prerequisite: One year's High School work or an equivalent in familiarity with the language.

The course will include a review of German grammar, the search being in the main one for unity and harmony; some correlation of English and German as cognate tongues; some practice in composition; and in conversation; sight reading; translation by ear; discussion of method in first years' work. Schiller's "Die Glocke." Some one classic, such as "Wilhelm Tell," will be read and its treatment will be intended as an embodiment of our ideas as to method. (12 weeks. Spring term.)

Note: To enable pupils who have had no German before coming to us, to meet the prerequisite above, we shall offer a course for beginners, extending through the fall and the winter term of each year. The work will cover 100 pages of Boisen's German Prose with grammar to match: "Minna von Barnhelm" and some translation by ear and sight. Joynes-Meissner's grammar is the regular text book.

Course 2.—METHOD IN SECOND YEAR GERMAN.

Prerequisite: Course 1 above and satisfactory evidence of ability to do the work.

Goethe's "Egmont" and Freytag's "Aus dem Staat 'Friedrich's des Grossen,'" analyzed as literary productions. Cognate relationship of German and English. Discussion of questions of method. The class will be conducted for the most part in German. (12 weeks, each spring term.)

Note: To help students to meet the prerequisite above, a course, open to those who have completed Course 1, will be offered, running through the fall and winter term of each year. Much of the time will be spent in conversational drill. Two or three classics will be read.

Practice Teaching in the Practice School.

The Practice School consists of eight rooms or grades in the public schools of Normal and six classes in the high school. Six of these grades are housed in the practice school building. Each of these grades is in charge of a critic teacher. The teachers of the normal department also spend one hour per day in the practice school supervising work in their own branches.

The Practice School is designed to give careful and liberal training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms in the Practice School. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. In some cases the daily observation and criticism of a class, followed by written and oral discussion, are taken in lieu of one term of teaching. In general students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as critic teachers, will be allowed all the advantages of the practice school.

The work of teaching is carefully supervised by the critic teachers. Each teacher of a class is required to write out the plans of recitations one week in advance. These plans are closely examined by the critic teacher and, where necessary, discussed with the class teacher and revised. The instruction itself is also observed by the critic teacher, and helpful criticisms are given in private. Each practicing teacher is held fully responsible for the control and management, as well as for

the instruction of the class. He is expected to develop skill and power in the management and instruction of the class as a whole, and, at the same time, to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the practicing teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observe a class one full term in the Practice School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observed are required of each observer.

Each week, three illustrative or "critique" lessons are given by experienced teachers, one in each of the three departments, Primary, Intermediate, and Grammar School. Teachers and observers of one department are required to observe and criticise the lesson in that department, and an hour is devoted on Monday afternoon each week to its careful discussion under the direction of the critic teacher. This gives each teacher an opportunity each term to see a dozen such lessons carefully presented and thoroly discussed in that department in which he is teaching.

Certain students are also appointed regularly to look after the children at noons, recesses, and during study periods, and, in peculiar cases, for the individual instruction of children. Individual studies of the children are regularly made in this way.

The critic teachers present illustrative lessons, at such times as are convenient, for the benefit of those students who are preparing for work in the Practice School.

The Program of Studies.

In the tables below are shown the programs of studies for three grades of entering students. No student may take more than four regular studies without special permission. All classes recite daily in the regular terms. In the summer term of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelve-week courses. In all programs the required gymnastics are not included in the four. In the four-year program Music 1 and Drawing 3 count as one study.

Attendance at one summer term is provided for in the two-year and three-year programs. Only one study at present is named; it is expected that the student will take some additional optional study, or, if necessary, make up some deficiency.

A student, as a rule, is expected to follow the regular program for the section to which he belongs. If it is thought advisable he may be permitted to make any credit by a longer or shorter course than is provided in his program. No substitution of an elective study, can be allowed unless the student's attainments in the omitted study are equal to the requirement for admission to Section F as stated on page 9.



The Two-Year Program.

	FALL TERM.	WINTER TERM.	SPRING TERM.	SUMMER TERM.
FIRST YEAR	F The Teaching Process 1 Arithmetic 1 Biology 1 Music 1 or 2 Gymnastics	F Psychology 2 Reading Method (6 weeks) Grammar 1 Physiology 2 Geography 1 (6 weeks) Gymnastics	F General Method 3 or Teaching Algebra 1 Reading 1 (6 weeks) Physical Expression (6 weeks) Geography 2	F Science of Dis-course 3. (Any optional study)
SECOND YEAR	A ² Teaching or General Method Economics Physical Science 1 Drawing 1	A ² Teaching Philosophy of Education 4 Geometry 1 Civics and History 2	A ² Teaching School Management 5 Literature 4 General History 6	

The Three-Year Program.

	FALL TERM.	WINTER TERM.	SPRING TERM.	SUMMER TERM.
FIRST YEAR	I Arithmetic 2 Grammar 2 Geography 3 Reading 2 Gymnastics	H Arithmetic 1 Teaching Process 1 Grammar 3 (6 weeks) Geography 4 (6 weeks) Music 1 or 2	G Algebra 2 Science of Dis- course 3 U. S. History 1 Botany 3 Gymnastics	G Words and Writing Reading Method (Any optional study)
• SECOND YEAR	C Algebra 3 Psychology 2 Drawing 2 Zoology 4	C Geometry 2 Teaching Reading 1 Physiology 5	C Geometry 3 General Method 3 Drawing 1 Civics 7	
THIRD YEAR	A ³ Economics Physics 3 Literature 2 Teaching	A ³ Philos. of Educa. 4 Chemistry 2 Shakspeare 3 Physical Geography	A ³ School Manage- ment 5 Phys. Science 1 Gen. History 6 Teaching	

The Four-Year Program.

	FALL TERM.	WINTER TERM.	SPRING TERM.
FIRST YEAR....	L Mensuration 4 Geography 3 Nature Study 6 Composition 1	K Percentage 3 (6 weeks) Bookkeeping (6 weeks) Reading 3 Elementary Physics Writing and Word Study Physical Training	J Arithmetic Methods 1 The Teaching Process Grammar 4 Drawing 3 Music 1 Physical Training
SECOND YEAR..	D Algebra 4 U. S. History 1 Grammar 5 Zoology 4	D Algebra 4 Geography 2 Reading 2 Physiology 5	D Algebra 6 Psychology 2 Grammar 6 (6 weeks) Reading Method (6 weeks) Botany 3
THIRD YEAR....	B Geometry 2 Rhetoric 2 Civics 7 Teaching	B Geometry 3 Literature 1 Drawing 2 Gen. Method 3	B Economics Reading 1 (6 weeks) Physical Expression (6 weeks) Drawing 1 Physical Geography
FOURTH YEAR..	A ₄ Literature 2 Ancient History 4 Physics 4 Teaching	A ₄ Philos. of Education 4 Mediaeval History 5 Physics 5 Teaching	A ₄ School Management 5 Advanced U. S. History 3 Chemistry 2 Shakspere 3

Courses of Study for the Practice School.

In the following outlines for the work for the Practice School the work in Music, Drawing, and Gymnastics does not appear. Systematic exercise in both Singing and Physical Culture are introduced in all grades. The Prang system of Art Instruction is followed thruout.

First Year.

Literature.

POINT OF VIEW. Literature is an art; its subject matter is life in all its relations; its means of expression, words; its end, the revelation of truth in beauty. As an art literature is controlled by laws that spring in part from the nature of mind, in part from the nature of the material the artist works with—words. The study of literature is the study of life as embodied in works of art, a study of life thru an art. The aim of the study is the enlargement of the life of the student thru his living the lives of others, self-possession thru knowledge of human nature and sympathy with it.

In the first years of the study of literature the child may well be as unconscious of the art and the laws that control it as he is of his own nature; the teacher should no more forget one than the other. He should choose for his pupils such pieces of real literature as in substance and in form appeal to the pupil and hold him even while they are hard enough to make him work; and in presenting the chosen pieces, the teacher, so far from ignoring the laws of literary art, should be controlled by them.

Literature is now presented in books and the student of literature must be a reader of books. Tho the child on entering school cannot read and we are therefore driven to the oral presentation of literature we should from the first preserve the literary form, associate the piece of literature with the book, and soon as possible put the book itself into the child's hands. Further as the child grows into knowledge of the world about him and consciousness of his own nature, the teacher should little by little lead him to see and appreciate the art of literature and thus open to him finally the widest possibilities of noble enjoyment and growth.

FIRST TERM—FALL.

1. The Old Woman and Her Pig. 2. The Three Bears. 3. The Three Musicians. 4. The Discontented Fir Tree; 5. Cinderella; 6. The Ugly Duckling.

These stories should be presented orally by the teacher, and reproduced by the pupils. Paper cutting, clay molding, and drawing may be based upon these stories and accompany them. During this term also poems should be read to the children from books and some of the poems learned by the children. For this purpose Mother Goose Melodies and a few poems of Wordsworth, Eugene Field, Celia Thaxter, and Stevenson may be used.

SECOND TERM—WINTER.

Seven Little Sisters, orally presented. Thru games the children may be introduced to the Rhymes and Jingles in the first volume of Norton's Heart of Oak Books; the book may be put into their hands, and they may begin to read it themselves.

THIRD TERM—SPRING.

Robinson Crusoe, Chapters I-X, orally presented. Rhymes and Jingles to be used as in winter term. Paper cutting, molding, and drawing as before.

Nature Study.

FALL TERM.

ANIMALS:—Life histories of cat and dog; cow and horse; chicken and turkey.

PLANTS:—Trees; (1) nut trees, walnut, butternut, buckeye, hickory, etc.; (2) large-leaved trees, catalpa, sycamore, balm-of-gilead. How trees prepare for winter. Gathering, preserving, and labeling leaves and fruits of above trees.

WINTER TERM.

ANIMALS:—(1) Squirrel, rat and mouse. (2) Duck and goose.

PLANTS:—Scotch pine as a type of evergreens; learn to name evergreen trees at sight.

WEATHER:—(1) Effect of freezing upon water, fruit, vegetables, soil, etc. Use of cellar. Effect of keeping fruit and vegetables in too warm a place during winter. Use of the refrigerator in summer.

(2) Effect of cold weather upon us; chapped hands, frost-bites, etc. Precautions against touching pieces of iron or other metals with wet hands and against hitching horses to iron posts in cold weather.

(3) Study of the thermometer: 1. Principle of it. 2. Pupils learn to read it to 10s of degrees. 3. Record kept of the changes in temperature.

SPRING TERM.

PLANTS:—1. Plant seeds of lima bean, sweet pea, and nasturtium; watch development. (2) Buds of apple, cherry, and plum; watch development of the fruit.

Physical Science.

I. The Lamp Agoonack and Robinson Crusoe used.

II. The Candle. 1. Making of the Candle. (a) "Dipping" (b) Molding.

2. How the candle burns.

III. The Kerosene Lamp. 1. Its parts compared with those of the candle. 2. Use of the chimney and burner. 3. Making of a lamp.

Reading.

PURPOSE. To introduce the child to the delights of getting thought from books and to this end to make him master of the forms of many simple words as symbols of thought. All lessons must be primarily thought lessons; even drills in word-calling must be enlivened by fresh devices in order to avoid the objectionable mechanical features as far as possible.

BLACKBOARD WORK. The material for this work is drawn partly from the other subjects, partly from the lessons which the child is to read later in the primer, and many of the lessons are presented in the form of games based upon this material and upon the life of play to which the child has been accustomed. The game provides means for making an easy transition to the school life. The children play these games in response to directions which are given first orally, then in writing upon the board. This work is continued until the children are acquainted with many simple words.

If transition from the board work to the book is made directly, a book in which many lessons are given in script is used that the transition may be as easy as possible. If a book containing no script is to be used as a first book the transition is made by means of charts, arranged by the teacher, on which both written and printed lessons are placed.

Phonic work is introduced by means of slow pronunciation.

Later the words are consciously separated into parts and the sounds recognized as individuals. This work begins about the middle of the fall term and continues thruout the year. All the long and the short vowels are learned and the diphthongs *ou* and *ow*. No sounds are marked.

FALL TERM.

Finch Primer.
Child Life, Vol. 1.
Taylor's First Reader.
Baldwin's First Reader.

WINTER TERM.

Thompson's First Reader.
Cyr's Primer.
Fables and Rhymes.
Sprague Primer.
Wheeler Primer.

SPRING TERM.

Aesop's Fables.
Cyr's First Reader.
Fairy Tales and Fables.
Stepping Stones, Vol. 1.

Number.

FIRST TERM—FALL.

The number work of this term is oral and mainly in connection with the lessons in Nature Study, Reading, Construction Work, and the ordinary school administration. It includes counting to ten, the equal parts of numbers to ten, and such unequal parts of these numbers as arise incidentally.

SECOND TERM—WINTER.

Toothpicks are bundled into tens; tens are counted to 100. Fives are counted to twenty-five. Cents, dimes, and nickels. The dozen and half-dozen. Figures. Writing numbers to 100. Relation of the inch-square to the two-inch square, and three-inch square. Gallon, quart, and pint.

THIRD TERM—SPRING.

The foot-rule and its divisions. Measuring to the half-inch and quarter-inch in connection with construction work. Building with inch cubes. Signs of operations; expression, orally and in symbols, of operations involving no number beyond twelve.

Writing.

Primary pupils do most of their writing at the blackboard. When paper is used it has a very wide ruling or none at all. Manila paper answers every purpose. Entire words and sentences taken from the lessons in reading or literature are written, and not individual letters. An exception to this is made of certain combinations of small letters which are usually difficult for beginners. Children learn writing largely by imitation; they see the teacher write the copy on the board.

Second Year.

Literature.

FIRST TERM—FALL.

Robinson Crusoe completed. Poems selected from Stevenson, Alice and Phoebe Cary, Fields, Blake, Macdonald, Wordsworth, Longfellow, Whittier, Bryant, and Tennyson.

SECOND TERM—WINTER.

Hiawatha's childhood; Hiawatha's friends; Hiawatha's sailing; Hiawatha's fishing; Hiawatha's fasting. Poems as in fall term.

THIRD TERM—SPRING.

Hiawatha and Mudjekeewis; Hiawatha's wooing; Hiawatha's wedding feast; The White Man's foot; Hiawatha's Departure. To these may be added the Hanging of Pau-Puk-Keewis; The Death of Kwasind; The Son of the Evening Star. Poems as in the fall and winter terms.

Note:—Robinson Crusoe is presented orally and reproduced by the children. It is also made the basis of much constructive work with sand, clay, wood, and pencil. Portions of the story are read to the children, DeFoe's own version being used for this.

The poems chosen for this grade are in part read to the children, in part by them. Many poems are learned by heart. Hiawatha is read to the children and then reproduced by them. Drawing and constructive work of various kinds are based on this poem.

Nature Study.

FIRST TERM—FALL.

PLANTS. Continued study of apple, pear, and plum begun in spring. The grape, fruit ripened on the vine. Seeds of ash, bass-wood, box-elder, coffee-bean, locust, maple, red-bud, and tulip-tree. Water-melon and musk-melon from flower to fruit.

ANIMALS:—Caterpillars frequenting any of the plants studied. Their preparation for winter. Collection of caterpillars.

SECOND TERM—WINTER.

COMBUSTION. Air necessary. The alcohol lamp and gasoline stove. Burning of wood and coal. How to put out fires. The friction match. Clothing, houses and barns. Roofs and waterproof clothing. Evaporation and steam. Making of salt and maple sugar. Making of ice-cream.

Discussion of all notable weather changes during term.

THIRD TERM—SPRING.

PLANTS.—Further study of trees. Order of development of buds on different trees. The birch. Planting and care of garden.

FLOWERS.—Violet, four-o'clock, etc.

VEGETABLES.—Melon, radish, etc.

ANIMALS.—Birds, brown thrush, woodpeckers, etc.

Reading.

PURPOSE: The aim is to deepen and extend the work begun in the first primary in the following lines: clear imaging, independent word-getting, naturalness in expression of thought found in books.

MATERIAL: In the texts used there are found stories of industry, of excursions to the woods, and to the city or country, and of play with pets; legends, tales and fables; nature stories; stories about Whittier and Longfellow. Several of the texts contain lessons which are of real literary merit.

Phonics.

All the English sounds not given in the first primary are presented. The children are not expected to recognize the different equivalents, but many of the words in which these occur the children know as wholes.

Books.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Heart of Oak, Vol. I	Pets and Companions	Lights to Literature, Vol. II
Second Reader, Baldwin	Child Life, Vol. II	Nature Stories, Vol. I
Child Life, Vol. II	Second Reader, Cyr	Seed Babies
	Stepping Stones to Literature, Vol. II	Fables and Folk Stories

Number.

The work for the several months is taken up as provided in the Illinois State Course of Study.

Writing.

Same in general character as provided for first year

Seat Work.

The guiding principle in preparing the seat work is to put thought into it. Some of it is based upon the reading lessons but more upon the literature—Hiawatha. Much of it centers around the "Special days" as All Saint's Day, Thanksgiving, Christmas, the February birthdays, St. Valentine's Day, Arbor Day, etc. The first of each month a calendar is made decorated with drawings and pictures appropriate to the month. Many decorations are made for the room—mats, chains, draperies, borders, etc. Stories are illustrated by molding, paper cutting, and drawing. The latter part of the year the advanced class does some composition work.

Third Year.

Literature.

FIRST TERM—FALL.

Stories from Hawthorne's Wonder Book, two months. Poetry one month.

SECOND TERM—WINTER.

Stories from Wonder Book, two months; Poetry one month.

THIRD TERM—SPRING.

Church's Story of the Iliad, six weeks; Poetry six weeks.

The stories from the Wonder Book and the Iliad are to be told by the teacher and reproduced by the children. Occasionally the teacher reads from the book, and now and then the girls and boys try to read portions of the story for themselves. The poetry in the three terms is to consist of poems found in Stepping Stones, III; Heart of Oak, II; and III; Lights to Literature, III; Whittier's Child Life in Poetry; and Open Sesame, I. These poems are read by the children themselves and many of them learned by heart.

Nature Study.

FALL TERM.

PLANTS: The corn plant: life history, parts and uses. (Indian corn legends) Dissemination of seeds. Cocklebur, milkweed, thistle, golden-rod, sycamore, etc.

ANIMALS:—The locust. The frog. The crow. Migration of birds.

HYGIENE:—Stowell's Health Primer.

SPRING TERM.

PLANTS: Changes in the buds of the soft maple, box-elder, birch and willows. Blossoms, leaves, seeds, seedlings. The potato. (a type of underground storage).

ANIMALS:—The rabbit. Arrival of early spring birds. Further study of migration. Study of nesting birds, rearing of young birds, food, songs, etc. The potato beetle.

Hygiene as in fall term.

Physical Science.

WINTER—TERM.

Review of thermometer and its construction. Maximum and minimum thermometers. Review burning of coal. Construction of cook stove, direct draught and "base burner" heaters, noticing especially evaporation and use of dampers. Use of chimneys. The two systems of heating used in the 3rd grade room at the Practice School; radiator and steam pipes. Exps. (1) Showing large amount of heat consumed in vaporizing a certain quantity of water as compared with the amount required to bring it to the boiling point, and (2) showing the heating effects resulting from the condensation of steam. Ventilation of the third grade room. Heating and ventilating system of the Main Building.

Sap in the trees in the dead of winter. Recall making of maple sugar. Evaporation of water including quantitative experiments showing effect of extent of surface, temperature, and air currents upon rate of evaporation. Study of Clouds, Rain, Snow, Hail, Frost.

For one month, beginning with the day the new moon is first observed, each pupil sketches the appearance of the moon at about sun set, or sun rise. Each sketch is then properly signed by the observer and dated with the day and hour of observation, then tied in book form with the rest of the sketches. When the month's observations are completed the explanation of the causes of these changes is given by the teacher. Four phases are chiefly considered in the explanation viz., New Moon, First Quarter, Full Moon, Third Quarter. Incidentally the shape, position in space, and monthly revolution of the moon about the earth must become clear to the pupil. Apparent diurnal motion of the stars studied is explained. This affords an opportunity for the study of a few of the constellations such as the Great Dipper, Little Dipper, Orion and the Pleiades, and the pole star. Portions of "Earth and Sky" are read or told to the class.

Reading.

PURPOSE. To secure power and independence in thought-getting; fluency in speech; ready appreciation of the various thoughts and emotions, and free, generous expression of them in sweet and natural tones. It is hoped that the children will learn to love good books.

As a means to obtain the desired results, a definite problem is given in the assignment, which, by means of the details of the text

every child must solve. The children are conscious of no oral task except that of giving their thought freely and easily.

Further familiarity with the sounds presented in the first two grades is acquired and all the difficult equivalents are learned. Special attention is paid to clearness in speaking—the giving of full value to all elements that should be sounded (especially final consonants) that the thought may be clearly revealed. This work is done incidentally.

FIRST TERM—FALL	SECOND TERM—WINTER	THIRD TERM—SPRING
Lights to Lit., Vol. III,	Stepping Stones to Lit.,	Seven Little Sisters
Cyr's First Reader.	Vol.III.	
Robinson Crusoe.	Grimm's Household Tales;	Heart of Oak, Vol. II
Little Wanderers—Morley.	Nature Study Reader, II,	Stories in American History
	Traeger.	

Geography.

FALL TERM.

Ideas of direction, distance, form, and color. Map of school room drawn to a scale. Purposes of such map. Study of the campus and vicinity. Purpose of the study to acquire a stock of geographical concepts thru sense-preception for interpreting purposes later on. Visits of the class to Sugar Creek at the iron bridge at Main street. View from the cupola of the University. Visit to Miller park. Discussion in the class. Places visited to be mapped.

WINTER TERM.

Use and convenience of utilities in the village: railroads, telegraph, telephone, Post Office, electric light plant, water works, sewers etc. Notions of the Town Council, Board of Education, etc. Map of village, showing places visited. Relation of the village to the Town of Normal. Interdependence of the farms and village. Map of town made to a scale, showing village in proper place. Relation of the town to the country, commerce, etc.

SPRING TERM.

Imaginary excursion on the Illinois River. Objects to be noticed. Comparison with similar objects in the home neighborhood. Relation of the County to the State. Productions of the State, dwelling especially on farming, mining, commerce, etc. Some notions of the State government; comparison with government of Village, Town, and County. Imaginary trip from the State Capital to a few of the leading cities. What those cities are noted for. The use of the chalk and sand table.

Arithmetic.

The instruction follows the topics presented for the various months in the Illinois State Course of Study. This proposes a reasonable facility in addition and subtraction, a knowledge of the multiplication table, in its various forms, and some practice in written multiplication and division. Arithmetical computations are made in connection with other subjects wherever a numerical phase appears. Processes are taught with objects. Exact mathematical language, and accurate, neat written work are required.

Language—Spelling—Writing.

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty or forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

Fourth Year.

Reading and Literature.

In the fourth year the work in reading and the work in literature are combined. This means that the pupil now does in one class what he has hitherto done in two classes. He is given good literature to read, and is led to enter into, enjoy, and make his own the life it embodies. He is led to feel as far as possible, tho, for the most part unconsciously, the beauty of the artistic form of each piece of literature read. Thru the substance and form alike he gains increase of life and an increased capacity to enjoy good literature. On the other hand he gains in power to give to others what he himself gets from the book. The teacher seeks to remove whatever obstacles physical or mental

stand in the way of the pupil's free expression of his thought. By constant attention in connection with the reading and by special word drills he works for correct pronunciation and articulation, fluency of speech, clear, sweet, and natural tones, and a good position of the body in reading. The material provided for the grade is meant to be ample and varied enough to permit choice with reference to the special needs of classes and individuals. Part of it is easy enough to be well within the pupil's already acquired power of getting at the thought and rendering it; and part of it is as once hard enough and interesting enough to stimulate effort and growth.

FIRST TERM—FALL.

The Story of Ulysses, Open Sesame, Vol. 1.

SECOND TERM—WINTER.

Stepping Stones to Literature, Vol. 4.

THIRD TERM—SPRING.

Kingsley's Greek Heroes.

For the three terms the following additional books are to be used for supplementary reading: Whittier's child life in verse; Stevenson's Child's Garden of Verses; Heart of Oak, Vol. III; Lights to Literature, Vol. IV; Fifty Famous Stories Re-told; Open Sesame, Vol. I; Seaside and Wayside.

History.

Oral presentation from McMurry's Pioneer History Stories, and Montgomery's Beginner's American History.

FIRST TERM—FALL.

Marquette and Joliet's voyage. La Salle on the Lakes and in Illinois. Hennepin's voyage on the Upper Mississippi. George Rogers Clark at Kaskaskia and Vincennes. The Fort Dearborn Massacre.

SECOND TERM—WINTER.

Lincoln's early life. Boone as hunter and settler in Kentucky. Robertson and the settlement in Tennessee. Settlement of Marietta and Cincinnati.

THIRD TERM—SPRING.

La Salle on the Lower Mississippi. Lewis and Clarke on the Missouri. Fremont on the plains and in the mountains. De Soto's Discovery of the Mississippi.

Nature Study.

FIRST TERM—FALL.

ANIMALS.—The honey bee. Its life history, its work, construction of comb, care of hive, etc.

The locust (so-called grasshopper). Mode of life, food, enemies. Adaptation to surroundings, development, etc.

Preparation of animals for winter, including migration of birds.

Turtle. Peculiarities of form and structure and adaptation.

PLANTS.—The oak as a type of trees. Its development, mode of life, protection, uses, etc.

The grape, ripened fruit, California vineyards.

Burroughs' "Signs and Seasons."

HYGIENE.—Stowell's Primer of Health.

Physical Science.

SECOND TERM—WINTER.

I. Water system of the I. S. N. U.—Source of supply, pump connections, relative pressure at basement and third story, base connections, air-cushions, etc.

II. City water system—Pumping station, gauge, stand pipe, laying of mains, connections, cut-offs, fire plugs or hydrants, city fire limits, heating cylinders and water front.

III. City fire department and Bloomington fire department.

IV. City sewer system.

V. Sources of springs, rivers, and well supply. The water plane. Percolation of soil moisture. Conservation and use of soil moisture. (Topic studied by experimental work.)

VI. Study of suction forces and lift-pumps. The siphon. Buoyancy of liquids.

VII. Solution. Substances soluble and insoluble in water. Substances soluble in alcohol but not in water. Heat changes accompanying solution. Effect of temperature upon solubility.

Spring Term.

ANIMALS.—The crayfish. Study of the live crayfish, its movements, color protection, enemies, food, development, etc.

Robin, woodpecker, turtle dove.

PLANTS.—The white pine. Leaves and fruit,

The logging camp. Lumbering.

Review of box elder, maple, birch.

Grape buds and blossoms. Apple and plum, plum blossoms.

Germination of bean, corn, buckeye, walnut, and maple.

Fertilization and the part that insects perform in fertilization.

HYGIENE—As in fall term.

Geography.

FIRST TERM—FALL.

Analysis of the globe. Comparisons of the two great bodies of land noting resemblances and differences. Continents in each of the hemispheres. Study of the continents, noting resemblances and differences. The continents arranged in twos; in threes. Names and locations of the oceans. Comparison of the oceans. Study of the home continent; boundaries; surface and drainage. Countries in North America. Position of the United States. Number of states and territories. Location of the home states. Position of home country. Review of previous work on home country. Position of the home town. Brief review of previous work on home town. Directions to the teacher. Synthesis. The home town. County. State. The United States. Other countries. The continent. Hemispheres. Oceans. The earth.

SECOND TERM—WINTER.

Description of the Mississippi Basin. Leading products; natural; cultivated; Position of Illinois in the Basin. Description of the Mississippi River and chief tributaries. Directions to the teacher. Wheat regions of the Northwest. Inter-traffic. Leading wheat markets and how reached. Imaginary excursion on the Mississippi and chief tributaries. Places noted. Interdependence of country and

cities. Study of the Mississippi River and principal cities upon it. Yellowstone National Park. Industries of Montana. The Dakotas, Wyoming, Nebraska. Denver. Pikes Peak. Cripple Creek, Colorado Parks. Sources of the Arkansas and South Platte, Leadville. Irrigation. Kansas City. St. Louis. Intercourse of the people engaged in the various industries. How each contributes to man's comfort and well being.

THIRD TERM—SPRING.

Basin of the St. Lawrence connected with that of the Mississippi. Lake Superior. Iron and copper. How mined and made into useful articles. Name some of the articles that you have seen. Duluth. Marquette. Commerce of Lake Superior. Strait of Mackinaw. Green Bay. Fox River. Oshkosh. Review about lumbering. Milwaukee. Relation of the manufactures and exports of a city to the products of the country back of it. Chicago and vicinity. Location with reference to home. Peach region of Michigan. Grand Rapids. Capital of Michigan. Review what was said about capital of Illinois. Lumbering in Michigan. Summer resorts. Outlet of Lake Huron. Tunnel under river. Under what other river did we find tunnels? Why no bridges are built across the rivers that connect the Great Lakes? Detroit. Ann Arbor. Other university towns. Lake Erie. Toledo. Hardwood forests. Use. Cleveland. Manufactures. Commerce. Petroleum. Buffalo. Erie canal. Importance. Niagara River and Falls. Use made of the falls. Canal. Lake Ontario. Rochester. Oswego. Ithaca. University. Toronto. St. Lawrence River. Thousand Islands. Ottawa River and city. Lumbering. Other lumbering centers. Extent of pine belt. Montreal. Quebec. People of Province of Quebec compared with those of Ontario. Name in order the bodies of water through which a vessel would pass in going from Duluth to Quebec. From Buffalo to Chicago etc. Name some of the probable articles in the cargo in each instance.

ARITHMETIC FOR THE YEAR.

As provided in the Illinois State Course of Study.

Fifth Year.

History.

FIRST TERM—FALL.

The story of Columbus and the discovery; Magellan and the Pacific; Cortez and the Conquest of Mexico; Ponce De Leon; De Soto.

SECOND TERM—WINTER.

The story of the Pilgrims at Plymouth; Hudson and his trip up the river; Champlain and his expedition; William Penn.

THIRD TERM—SPRING.

Sir Walter Raleigh; John Smith in Virginia; The early life of Washington to Braddock's defeat; Fremont crossing the Sierra Nevada.

Geography.

FIRST TERM—FALL.

The basin of the Ohio River with a few of the principal tributaries and cities. The natural products of the states; their cultivated products. The chief industries of the principal cities; relation of the manufacturing enterprises in the cities to the products of the country tributary to them. The Mississippi Basin from St. Louis to the Gulf. Chief tributaries of the Mississippi River; principal cities of the basin. Irrigation and silver mining in connection with the Arkansas River. Lead and zinc mining. Cultivation of cotton and other crops. Gulf states and their products, lumber, sugar, oranges, etc.

SECOND TERM—WINTER.

The natural products of New England. New England as a great manufacturing center. Relation of the surface to agriculture and manufacture. The principal rivers and cities. Manufacturing in the cities; where the raw materials come from. Wherein the profits of manufacturing lie. Commerce, social conditions. Special study of Boston, Lowell, Fall River City, Providence, etc. The basin of the Hudson. Special study of New York City.

THIRD TERM—SPRING.

Watering places along the New Jersey coast; why so many and so prosperous. The basin of the Delaware, with special study of Philadelphia. Anthracite coal region. The basin of the Chesapeake Bay, with study of principal rivers. Chief productions natural and cultivated. The Carolinas. Cotton manufacture. Special study of a few leading cities, such as Washington, Baltimore, Charleston. Railroad trip from Normal to the Pacific coast. Study of the Pacific states with their products, both natural and cultivated. Special study of San Francisco.

Physical Science.

Purpose of study for 5th, 6th and 7th grades.

1. To afford the pupil an opportunity to formulate what he already knows concerning appliances and such products and forces of nature as touch his every day life.

2. To explain in part at least such appliances as are not understood by him, and to give him something of an acquaintance with the nature and sources of the natural products and forces which touch his every-day life.

3. To lead him to realize that a further, deeper study of nature will greatly enrich his life.

4. To lead him to view the natural world in the light of causal sequence.

5. To equip him with some facts and principles which should underlie any systematic study of Physical Geography and the Biological Sciences.

FIRST TERM—FALL.

I. Systems of lighting in common use: Construction of and principles involved in, (1) Incandescent light; (2) Arc light, (3) Kerosene Lamp, (4) Gasoline Lamp, (5) Gasoline Carburetor, (6) Acetylene Lamp.

II. Study of Petroleum, (1) Crude Petroleum, (2) Production, (3) Refinement into commercial products.

III. Coal gas. (1) Manufacture and combustion of coal gas. (2) Kinds or grades of coal: Peat, Lignite, Bituminous, Cannel and Anthracite.

IV. Sources of Coal and Petroleum.

V. Chemistry of combustion. Kindling temperature and burning point.

VI. Application of these facts to lighting studied above.

VII. Brief reference to the history of the production of fire and its influence upon civilization.

SECOND TERM—WINTER.

Simple experiments in magnetism and static electricity, with Tyndall's six lectures as a guide.

Construction of galvanic cell. Electro-magnets.

Electro-plating.

Physiology-Kellogg.

Nature Study.

THIRD TERM—SPRING.

ANIMALS:—The earthworm; home, food, locomotion, senses, hibernation, etc.

The mole; Adaptation to mode of life, food, senses, covering, enemies, injury to sod.

The blackbird; migration, food, nesting, young, eggs, moulting.

The milkweed butterfly; development, chrysalis, food, manner of eating, length of life, color.

PLANTS.—Hepatica; where found, season, relation to slope, sun, woods.

The spring beauty, underground growth, leaves, succession of flowers, ripening fruit, wintering.

The marsh-marigold, its home and adaptations.

The dandelion, development, dispersal of seeds, height, taste, root, duration.

The wild rose.

Reading and Literature.

The general suggestions made for fourth grade apply here, but the thought tasks assigned are more difficult than before. The children are required to give the author's main thought, to group as well as to recount the parts of the lesson.

The use of the dictionary is begun. The pronunciation and meaning of a part (if there are any) of the unfamiliar words in every lesson are learned and the pupils' knowledge tested by the use of these words in original sentences. The pupils are accustomed to the names of the elementary sounds and the markings found in Webster's International

Dictionary. This work is done in connection with the reading and should be kept subordinate to it. The oral work is the same as for the fourth grade, except that additional emphasis is placed upon gaining the ability to tell the thought clearly and without hesitation. If the articulation is poor, special drill for clearness is given using single words containing difficult combinations of sound, and also short sentences. But the best incentive to clear speaking is the desire to be heard.

FIRST TERM—FALL.

Hiawatha.

SECOND TERM—WINTER.

Stepping Stones to Literature. Longfellow's shorter poems.

THIRD TERM—SPRING.

Gulliver's travels. Child-life, Whittier.

Supplementary:—Heart of Oak, IV. Open Sesame, I. Lights to Literature, V.

Burton's Historical Reader.

Arithmetic.

As outlined for the various months in the Illinois State Course of Study.

Language.

It is believed that the proper attitude of the child toward the relation of language and thought can be best served by making the language work incidental. Every exercise of the school is made to contribute to the child's language training by giving him exercise in thinking and by furnishing an incentive to, and an opportunity for, expression. Clearness, accuracy, and ease of expression are believed to result in large measure from clearness, accuracy, and ease in thinking. To this end great stress is laid on the relation of the teacher's questioning to the child's thought and speech.

All studies give opportunity for oral and written composition. The child begins with single sentences in the first grade and passes thru groups of separate sentences in one topic, in the second grade into the paragraphed composition. It is thought that in the first six years the child will become fairly expert in expressing himself connectedly and fairly familiar, thru exercise, with the process of finding and organizing material for a composition. The reaction of good English in

teacher and text-book, on the child thru unconscious imitation, and the correction of errors in English whenever the child makes them, are relied upon to secure good language habits in the child. Mistakes in sentence construction, in word forms and in choice of words, are to be corrected in such a way as to make the child as little conscious of the wrong and as actively conscious of the right as possible. Technical matters such as rules for margins, for capitals, for punctuation, and so on, come to light in connection with the written work. Incidental language work continues thruout the course. In the seventh and eighth grades work in technical grammar and composition is added.

Sixth Year.

FIRST TERM—FALL.

British America, Danish America, Mexico, Central America, South America, Study of surface, climate, products, industries, governments, and a few cities.

SECOND TERM—WINTER.

Great Britain; ship-building; manufactures; sources of raw materials; education; historic centers.

France; sericulture; the vine, sugar beet, special study of Paris and a few other cities.

Spain & Portugal; climate; cork oak; merinos.

THIRD TERM—SPRING.

Germany; the Rhine Valley; Holland and Belgium.

Switzerland, the Alps, glaciers, manufactures.

Italy, cities, antiquities, art treasures.

Scandinavia, lumber, dairying, fishing.

Eastern Europe, characteristic products, peoples.

History.

FIRST TERM—FALL.

COLONIAL HISTORY—Massachusetts and Virginia.

New York, Pennsylvania, Maryland.

Biography of Stuyvesant.

SECOND TERM—WINTER.

REVIEW OF TYPE-COLONIES. Others grouped around the three.

French and Indian war. Biography of Pitt, Montcalm, Franklin.

THIRD TERM—SPRING.

Mather's History of Illinois.

Science.

FIRST TERM—FALL.

ELEMENTARY ASTRONOMY.

The rotation of the star sphere; the poles and equator.

The eclipse and zodiac.—Apparent annual motion of the sun.

Changes in measured noonday altitude, in the length of day and night.

The planets observed.—Changing position.

The autumn constellations, the milky way.

The movements and phases of the moon, its physical condition.

Eclipses.

The general plan of the solar system.

SECOND TERM—WINTER.

Light, sources, reflection and mirrors.

Refraction, prisms, lenses, real images.

The camera, the eye of the ox.

Physiology and Hygiene. Blaisdell.

THIRD TERM—SPRING.

ANIMALS.—The salamander, form and modes of locomotion, adaptation to mode of life, development, circulation in gills.

The hawk as a type of bird of prey. Adaptation for catching, killing, and eating birds, mice, etc. Harm done by hawks.

The house fly, habits, food, development, use.

PLANTS.—The larch and the ash. The trillium and the jack-in-the-pulpit. The life history of the pea. Red clover.

Names of trees on campus.

Reading and Literature.

The general aim of the work is unchanged. The work of the lower grades, however, has made it possible by this time for the pupils' enjoy

ment of literature to be more conscious—they begin to feel the fitness of the expression of the thought, to enjoy beauty and vigor of style as beauty and vigor; to perceive, tho dimly, the relation of the means in the expression to the effect actually produced. The utmost care is used to keep this work from becoming mechanical and artificial.

The work with dictionary is continued. Drills for clearness in speech such as are suggested in fifth grade are given here when necessary; but in this grade if the articulation is distinct the teacher works for the easy free blending of sounds. Material for this work is found in the reading lesson or drawn from other sources; the relation of the drill to the expression of the beauty of the thought is made apparent to the class.

The following material is used:

FIRST TERM—FALL.

A Dog of Flanders. Book of Poetry (Heath & Co.,) Open Sesame, II.

SECOND TERM—WINTER.

The Oregon Trail. Birds and Bees (Burroughs)

THIRD TERM—SPRING.

Lights to Literature, VI; Stepping Stones, VI; Heart of Oak IV; Holmes's Poems.

Arithmetic.

FIRST TERM—FALL.

Review notation, numeration, simple rules. Properties of numbers, factoring, cancellation and straight-line analysis. See State Course of Study, sixth year, first, second third, months.

During this year the elements of algebraic notation are gradually introduced to express the generalized form of processes and solutions of typical problems.

SECOND TERM—WINTER.

Fractions—State Course of Study, sixth year, fourth, fifth, and sixth months.

THIRD TERM—SPRING.

Complex fractions and decimals—State Course of Study, sixth year, seventh, and eighth months. The metric system of weights and measures.

Seventh Year.

History.

FIRST TERM—FALL.

Life in the colonies just before the Revolution.

The Revolutionary War—causes; Patrick Henry, Otis and the Adamses.

Campaigns thru Burgoyne's Invasion. Text-book—Montgomery. Collateral Reading. Scudder's Life of Washington.

Drake's Burgoyne.

SECOND TERM—WINTER.

The closing campaigns of the Revolution, Franklin, LaFayette, Articles of Confederation. The Philadelphia Convention. Adoption of the Constitution.

THIRD TERM—SPRING.

Hamilton's plans for the new government. The rise of political parties The Louisiana Purchase. Pioneer life in the west. The cotton-gin and the steamboat. War of 1812.

Geography.

FIRST TERM—FALL.

The study of Asia, structure, climate, products, peoples, their industries, and civilization.

SECOND TERM—WINTER.

A similar study of Africa, Australia, the East Indies, and the Isles of the Pacific.

THIRD TERM—SPRING.

Leading topics in mathematical geography.

The general theory of the winds. Trade Winds and Monsoons.

Tides and Ocean Currents.

Relation of continental relief to rainfall and climate.

Physical Science.

FIRST TERM—FALL.

Elementary meteorology, involving something of a study of the laws and principles governing the mechanics of liquids and gases. The work involves:—

1. Daily observation of the weather conditions. (a) at first mainly non-instrumental, and (b) later, when the reading of the instruments is learned, with fuller instrumental data. This work should finally include barometric pressure, dry and wet bulb reading, maximum and minimum reading, wind direction and estimated velocity, clouds—amount and kind, precipitation, and the recording of dew point and relative humidity.

2. In interpreting observations and in explaining instruments, the mechanics of liquids and gases must be experimentally studied.

3. Study of the weather maps, monthly weather reports, and mechanics of Weather Bureau.

4. Keeping of note books. As a guide to the study of theory "About the Weather" should be placed in the hands of the pupils.

SECOND TERM—WINTER.

Simple machines; work and force; lever. With lever of first class are developed: (1) Law of equilibrium or moment of force, (2) Mechanical advantage, (3) Efficiency. Levers of the second and third classes. The Pulley; inclined plane. The law of machines (conservation of force) should be emphasized. Work and force. Units of force; units of rate of work. Thruout this term the critic teacher sees that the weather indications are observed and interpreted.

THIRD TERM—SPRING.

ANIMALS:—A snipe as a type of wading birds; its place and mode of life, bill, feet, food, and general adaptation to surroundings. A snail; structure, locomotion, senses, protection, food, breathing; keep snails and watch their development. Kinds of snail shells.

Spiders; Their mode of life, including spinning, catching food, etc.

Myriapods: How they differ from worms. Compare larvae and worms.

PLANTS:—Study of spring flowers, leaves and fruits. Classification of plants by means of flora with key. Preparation of small herbarium. Bailey's Elementary Botany is used as a text.

Language Work.

1. Incidental as in grades 1-6.

2. Elementary technical work in composition. The child is to be made aware of the fundamental principles of composition and to be drilled in their application. The general line is two-fold: First, the production of compositions, with the study of the process employed; second, the examination of discourse produced by standard authors, to verify the validity and universal character of the principles discovered by the child in his own work.

3. Technical grammar. At the beginning of the 7th year the child enters upon the study of the sentence. He works from the view-point of the thought as determining the sentence, holding the sentence to be truly the expression of the thought. The close inter-relation of the topics makes any chronological statement of them misleading. Points that must in an outline be stated successively may develop simultaneously.

Topics: Seventh year. The sentence. Definition, classes (1) as to form and (2) as to use. Principal elements—subject, predicate, copula. Kinds of expression as to meaning—substantive, attribute, relational. Forms of sentence elements—the word, the phrase, the clause. Substantives; forms (word, phrase, clause) uses (1) as principal elements (subject predicate) and (2) as subordinate elements (appositives, possessive modifiers and so on); classes—noun and pronoun. Attributive expressions their form, uses, and classes. Relational expressions; their form, uses, and classes.

Reading and Literature.

The pupils penetrate a little further into the life presented in the literature read, grow a little more conscious of their enjoyment of it, and observe a little more closely the fitness of means to end in the expression. The choice and arrangement of words and details, sentence structure, rhyme, rhythm, and tone color in every piece read are more and more carefully observed as means to an understanding of the author's thought and feeling and a help in reading. The pupils in these grades are led to realize that the purpose in oral reading is to reveal thoughts to some one who listens and are encouraged to lend themselves generously to that purpose. Some time is spent in committing and reciting gems from the literature used and in voluntary reading and recitation as a test of the pupil's ability. The articulation drills are adapted to the thought in the selection and to the needs of the individual pupil.

Seventh Grade.

FIRST TERM—FALL.

The Man without a Country. An Introduction to Literature—Lewis.

SECOND TERM—WINTER.

Julius Caesar. Lights to Literature, VII.

THIRD TERM—SPRING.

Heart of Oak, V. Stepping Stones to Literature, VII.

Arithmetic.

FIRST TERM—FALL.

Percentage and its applications, Profit and Loss, Commission and Brokerage, Stocks and Bonds, Interest, and Stock Investments. Special attention is paid to the study of the lines of business to which percentage is applied.

SECOND TERM—WINTER.

The banking business; forms of Discount; Exchange. The Illinois Tax System, United States Revenues, Insurance. Equation of Payments.

THIRD TERM—SPRING.

The Course of Book-keeping outlined for the seventh year of the Illinois State Course of Study.

Eighth Year.

History.

FIRST TERM—FALL.

John Quincy Adams; The tariff controversy; Webster; Calhoun, and nullification; the development of the West; history and extension of slavery, The Mexican war, and territorial growth; history of political parties to the Civil War.

SECOND TERM—WINTER.

Leading campaigns of the Civil War, reconstruction and recent history.

THIRD GRADE—SPRING.

ECONOMIC GEOGRAPHY AND HISTORY.

I. Classification of occupations.

II. Value and utility. How each economic worker is striving in some way to create them.

III. Division of labor and organization of industry. Extent to which they are carried; resulting efficiency; widely scattered sources of materials; wide distribution of the product.

IV. Territorial division of labor. The world an industrial community; railroads, canals, steamship lines but graphic representations of economic force.

V. Comparison of the industrial society of today with that of earlier days.

VI. Whence comes the necessity for money? Functions of money. Qualities of good money. Our money now. Something of our money history. The money question of '96.

VII. Special study of half a dozen great industries; such as the wheat, the cotton, the lumbering, the iron and steel, the coal industry. In connection with the last two, trusts, labor-unions, strikes, etc. may be touched upon.

VIII. Our chief exports; whither they go. Ship subsidies. Our imports and whence they come. Balance of trade. Protection vs. free trade. Other kinds of taxation.

FIRST TERM—FALL.

ANIMALS:—The clam as a type of mollusks. Mode of life, locomotion, food, protection. Man's use of shell, etc.
The bat, structure and habits.
The "tomato worm" and its development.
The squash bug and giant water bug.
Classifications of vertebrates. Traving in Jordan's manual. Preserve skins of birds and mammals.
Collection of insects.

PLANTS:—Continue study begun in spring, studying especially fruits and seeds.
Trace late summer and fall plants. Prepare small herbarium of summer and fall plants.

SECOND TERM—WINTER.

Physiology. Stowell's Essentials.
Zoology. Continued study of vertebrates; study of opossum, raccoon, rabbit, owl, jay, shrike, woodpeckers, and other winter residents.

THIRD TERM—SPRING.

Further use of Jordan's Manual. Study of hibernants, squirrels, gophers, moles, snakes, frogs, salamanders, etc. Study of insects. Bring out the fact that classification is based on structure and development.

PLANTS:—Study of Austrian Pine as type of Gymnosperms. (or Scotch Pine)

Systematic study of trees of the campus.

Brief study of some common cryptogams, horsetail, moss, fern, grass, sedge, lichen, toad-stool—puffball, mould, rust, etc.

Additions to herbarium.

Develop idea of basis of classification.

Grammar.

1. Each part of speech studied minutely under the following topics. Definition Classes; Properties. Uses. Modifiers. Comparison with other parts of speech.

2. Idioms.

3. Thought analysis and grammatical analysis of good literature.

Reading and Literature.

FIRST TERM—FALL.

Tales of a Wayside Inn. An Introduction to Literature—Lewis, Heart of Oak, V.

SECOND TERM—WINTER.

The Odyssey (Bryant's translation). Stepping Stones to Literature, VIII.

THIRD TERM—SPRING.

Merchant of Venice. Lights to Literature, VIII.

Note: The three sets of books, Heart of Oak, Lights to Literature and Stepping Stones to Literature are supplementary in all grades and selections are made from the books at the discretion of the teacher.

Arithmetic.

FIRST TERM—FALL.

Lines, angles, triangles, and parallelograms, properties, kinds and measurements, The circle, long measure, weights, coinage, measure-

ment of surfaces, painting, plastering, carpeting, U. S. Survey.

Similiar figures, principles of ratio and proportion as applied to heights and distances, measurement of rectangular solids as outlined in the eighth year of Illinois State Course of Study for first, second, and third months.

SECOND TERM—WINTER.

Making of protractor, properties of regular polygons, equivalent figures, prisms and cylinders, specific gravity, lumber measure, involution and evolution, the right triangle, as outlined in the Illinois State Course Study for the 4th, 5th, and 6th months.

THIRD TERM—SPRING.

Pyramids, cones, frustums, the sphere.

Longitude and time, the calendar.

Compound interest, annuities, bond investments, and life insurance.



GRADUATING CLASS.

NAME	COUNTY	POST OFFICE
Allen, Grace Matilda	<i>Marshall</i>	<i>Wenona</i>
Broadhead, Annie Maple	<i>McLean</i>	<i>Normal</i>
Calder, Mary Etta	<i>Livingston</i>	<i>Dwight</i>
Camenisch, Sophia Catherine	<i>La Salle</i>	<i>La Salle</i>
Clancey, Nellie Gertrude	<i>McLean</i>	<i>Bloomington</i>
Coffman, Julia	<i>Edgar</i>	<i>Hume</i>
Crawson, Edna Leona	<i>McLean</i>	<i>Normal</i>
Dexheimer, Lora M.	<i>(South Dakota)</i>	<i>Spencer</i>
Dilley, Luella Mae	<i>Warren</i>	<i>Roseville</i>
Dillon, Martie May	<i>McLean</i>	<i>Normal</i>
Eldridge, Florence Frances	<i>McLean</i>	<i>Bloomington</i>
Fleischer, Ida Lena	<i>McLean</i>	<i>Normal</i>
Ford, Jennie	<i>De Witt</i>	<i>Maroa</i>
Foster, Laura Caroline	<i>Boone</i>	<i>Belvidere</i>
Fritter, Clara Theresa	<i>Piatt</i>	<i>Monticello</i>
Fritter, Edna Elizabeth	<i>Piatt</i>	<i>Monticello</i>
Gmehlin, Amelia Helen	<i>McLean</i>	<i>Bloomington</i>
Gray, Lillian	<i>Adams</i>	<i>Coatsburg</i>
Greene, Birdie Wilmah	<i>Menard</i>	<i>Tallula</i>
Haines, Mamie	<i>McLean</i>	<i>Stanford</i>
Harrington, Bessie	<i>McLean</i>	<i>Normal</i>
Heller, Gertrude Viola	<i>Woodford</i>	<i>Benson</i>
Higgins, Edith Marian	<i>Cook</i>	<i>Arlington Heights</i>
Hoit, Edith Maude	<i>Adams</i>	<i>Quincy</i>
Hummel, Sarah Matilda	<i>Ford</i>	<i>Roberts</i>
Loring, Ida May	<i>Macon</i>	<i>Decatur</i>
Major, Birdie	<i>Bureau</i>	<i>Walnut</i>
Mann, Frances Baldwin	<i>Vermillion</i>	<i>Danville</i>
Mark, Elvira Ellen	<i>Macon</i>	<i>Decatur</i>
Merker, Susie	<i>Macon</i>	<i>Emery</i>
Mills, Edna Gertrude	<i>Putnam</i>	<i>Clear Creek</i>
Morris, Daisy Alice	<i>McLean</i>	<i>Le Roy</i>
Munch, Velia Frances	<i>Will</i>	<i>Joliet</i>
Peck, Olive Estelle	<i>Whiteside</i>	<i>Sterling</i>

NAME	COUNTY	POST OFFICE
Phillips, Martha	<i>Adams</i>	<i>Quincy</i>
Pitts, Florence Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Prickett, Pearl	<i>McHenry</i>	<i>Nunda</i>
Reinmiller, Louise Margaret	<i>Livingston</i>	<i>Dwight</i>
Serf, Josephine W.	<i>Stephenson</i>	<i>Freeport</i>
Trimble, Clara Eugenia	<i>Tazewell</i>	<i>Tremont</i>
Uzzell, Florence Lillian	<i>Madison</i>	<i>Bethalto</i>
Wells, Jennie Entrekin	<i>Macon</i>	<i>Elwin</i>
Wells, Jessie Bell	<i>Macon</i>	<i>Elwin</i>
Wetzel, Clara	<i>Christian</i>	<i>Stonington</i>
Baker, George Lee	<i>Pope</i>	<i>Golconda</i>
Brooks, Samuel	<i>Logan</i>	<i>Harness</i>
Burt, Clarence Edward	<i>Marshall</i>	<i>Henry</i>
Forden, James Russel	<i>Sangamon</i>	<i>Springfield</i>
George, Frank J.	<i>McLean</i>	<i>Normal</i>
Gunnell, Orville James	<i>McLean</i>	<i>Normal</i>
Hawks, William	<i>Henry</i>	<i>Kewanee</i>
Heyward, Aaron	<i>De Kalb</i>	<i>Kirkland</i>
Heinzelman, Jacob Harold	<i>Ford</i>	<i>Melvin</i>
Hoke, Josiah Campbell	<i>Moultrie</i>	<i>Sullivan</i>
Knight, Lee I.	<i>Macon</i>	<i>Decatur</i>
Larson, George	<i>Grundy</i>	<i>Lisbon</i>
Morton, James Harrison	<i>Cook</i>	<i>Chicago</i>
Otto, William August	<i>Ford</i>	<i>Melvin</i>
Rape, Arthur Orville	<i>Christian</i>	<i>Taylorville</i>
Skiles, William Vernon	<i>La Salle</i>	<i>Mendota</i>
Urban, Harvey Benjamin	<i>McLean</i>	<i>Gibson</i>
Wright, George William	<i>Sangamon</i>	<i>Springfield</i>

Students Who Have Completed Two Years' Work or More.

NAME	COUNTY	POST OFFICE
Allen, Mary Elizabeth	<i>Marshall</i>	<i>Wenona</i>
Anderson, Ida May	<i>(Idaho)</i>	<i>Gibsonville</i>
Bechstein, Mamie L.	<i>Will</i>	<i>Mokena</i>
Briggs, Josephine	<i>Tazewell</i>	<i>Delavan</i>
Burlingame, Ida May	<i>Tazewell</i>	<i>Delavan</i>
Camery, Nellie Paris	<i>Marshall</i>	<i>Henry</i>
Caughey, Florence Gertrude	<i>Rock Island</i>	<i>Orion</i>
Champion, Marie	<i>McLean</i>	<i>Normal</i>

NAME	COUNTY	POST OFFICE
Coleman, Mabel	<i>Macon</i>	<i>Decatur</i>
Colvin, Grace Stella	<i>McLean</i>	<i>Normal</i>
Corson, Estelle P.	<i>McLean</i>	<i>Normal</i>
Crouch, Virginia Frances	<i>Henderson</i>	<i>Rozetta</i>
Dawson, Dula Mae	<i>Livingston</i>	<i>Weston</i>
Denning, Bertha Elizabeth	<i>Peoria</i>	<i>Elmwood</i>
Divan, Worthy Jeane	<i>Macon</i>	<i>Decatur</i>
Dumford, Cora May	<i>Richland</i>	<i>Olney</i>
Durbin, Eliza	<i>Rock Island</i>	<i>Cordova</i>
Eaton, Hattie May	<i>McLean</i>	<i>Normal</i>
Edmunds, Lucy Elizabeth	<i>Grundy</i>	<i>Gardner</i>
Edwards, Edith B	<i>Knox</i>	<i>Galesburg</i>
Fairfield, Maude	<i>McLean</i>	<i>Normal</i>
Fletcher, Frances Roxana	<i>Iroquois</i>	<i>Onarga</i>
Fontaine, Rosilda Josephine	<i>Kankakee</i>	<i>Momence</i>
Ford, Ella	<i>De Witt</i>	<i>Maroa</i>
Foreman, Anna	<i>Morgan</i>	<i>Jacksonville</i>
Griffith, Mabel Frances	<i>Vermilion</i>	<i>Rankin</i>
Gvillo, May	<i>Madison</i>	<i>Fosterburg</i>
Hallock, Minnie J.	<i>Stark</i>	<i>Osceola</i>
Hamilton, Ethel Rowena	<i>McLean</i>	<i>Bloomington</i>
Himes, Mary Louisa	<i>Stark</i>	<i>Lafayette</i>
Hollstein, Hulda	<i>Will</i>	<i>Frankfort Station</i>
Klotz, Matilda	<i>Perry</i>	<i>Pinckneyville</i>
McKinney, Mildred	<i>Christian</i>	<i>Assumption</i>
McMurtry, Mrs. Ira B.	<i>Macon</i>	<i>Decatur</i>
Mohr, Esther Cook	<i>Livingston</i>	<i>Dwight</i>
Moore, Katherine Anna	<i>La Salle</i>	<i>Lostant</i>
Mossman, Edith Lena	<i>McLean</i>	<i>Normal</i>
Oathout, Mabel Edna	<i>Iroquois</i>	<i>Loda</i>
Paisley, Elsie Jennie	<i>Montgomery</i>	<i>Hillsboro</i>
Petrie, Hannah	<i>Mercer</i>	<i>New Windsor</i>
Rambo, Jessie Eulalia	<i>Knox</i>	<i>Maquon</i>
Renich, Mary E.	<i>McHenry</i>	<i>Woodstock</i>
Renshaw, Elizabeth	<i>McLean</i>	<i>Normal</i>
Robinson, Minnie Louise	<i>McLean</i>	<i>Bloomington</i>
Scott, Gertrude	<i>Saline</i>	<i>Harrisburg</i>
Scott, Winifred	<i>Saline</i>	<i>Harrisburg</i>
Simison, Ruth Imogene	<i>La Salle</i>	<i>Earlville</i>
Sparks, Carrie Rose	<i>Schuyler</i>	<i>Rushville</i>
Thorp, Luella May	<i>McLean</i>	<i>Normal</i>

NAME	COUNTY	POST OFFICE
Viox, Eunice	<i>Tazewell</i>	<i>Delavan</i>
Waddington, Agnes May	<i>Champaign</i>	<i>Fisher</i>
Weber, Laura Mabel	<i>La Salle</i>	<i>Lostant</i>
Webster, Nellie Grace	<i>Iroquois</i>	<i>Woodland</i>
Weldon, Margaret Rose	<i>McLean</i>	<i>Normal</i>
Williams, Mrs. Ella J.	<i>Woodford</i>	<i>Eureka</i>
Yeagle, Flora Caroline	<i>Stephenson</i>	<i>Cedarville</i>
Young, Anna Lou	<i>(New York)</i>	<i>Sidney</i>
Barger, Thomas Morse	<i>McLean</i>	<i>Normal</i>
Barton, Roy Franklin	<i>Pike</i>	<i>Pleasant Hill</i>
Bassler, Herman	<i>Macon</i>	<i>Forsyth</i>
Brock, Oral Augustus	<i>McLean</i>	<i>Heyworth</i>
Cavins, Lorimer Victor	<i>Coles</i>	<i>Mattoon</i>
Conyers, Chester Arthur	<i>Cass</i>	<i>Newmansville</i>
Corrington, Alfred Nelson	<i>Christian</i>	<i>Assumption</i>
Criss, Edward	<i>Pike</i>	<i>Pleasant Hill</i>
Downey, Elzy Franklin	<i>Putnam</i>	<i>Magnolia</i>
Edmunds, Ernest Edwin	<i>McLean</i>	<i>Normal</i>
Fink, Charlie Leneren	<i>Fulton</i>	<i>Cuba</i>
James, George Edgar	<i>Sangamon</i>	<i>Rochester</i>
James, Roy	<i>McLean</i>	<i>Normal</i>
Kammer, Frank James	<i>Jo Daviess</i>	<i>Scales Mound</i>
Lebegue, Julius	<i>Madison</i>	<i>Highland</i>
Livingston, Samuel William	<i>Madison</i>	<i>Poag</i>
McDuffee, Ervin L.	<i>Clay</i>	<i>Flora</i>
McMurtry, Ira B.	<i>Wayne</i>	<i>Mt. Erie</i>
Oathout, Charles Hubert	<i>Iroquois</i>	<i>Loda</i>
Ropp, Irwin	<i>McLean</i>	<i>Normal</i>
Russell, Harrison	<i>Will</i>	<i>Peotone</i>
Selby, Richard E.	<i>Piatt</i>	<i>Cerro Gordo</i>
Skiles, James Roy	<i>La Salle</i>	<i>Mendota</i>
Stauter, George Henry	<i>Marshall</i>	<i>Washburn</i>
Stice, Albert C.	<i>Morgan</i>	<i>Waverly</i>
Stotler, Howard A.	<i>McLean</i>	<i>Hudson</i>
Waggoner, Harry D.	<i>Madison</i>	<i>Godfrey</i>
Webster, Roy Franklin	<i>Montgomery</i>	<i>Nokomis</i>
Wickersham, Ellis Bert	<i>Warren</i>	<i>Roseville</i>

Students Who Have Completed One Year's Work or More But Not Two Years.

NAME	COUNTY	POST OFFICE
Althouse, Tressa Belle	McLean	Belleflower
Angle, Myrtle Louise	(Missouri)	Louisiana
Barnes, Lulu	Scott	Manchester
Bass, Frances	McLean	Bloomington
Beadles, Sada	Macon	Decatur
Beckett, Helen	(Ohio)	Fairhaven
Beeler, Gertrude	McLean	Bloomington
Bennett, Cora	Livingston	Flanagan
Betzelberger, Lizzie	Tazewell	Boynnton
Bevan, Luella	McLean	Bloomington
Bliss, Jessie May	Richland	Olney
Bond, Ida Wendover	Jefferson	Mt. Vernon
Bonnell, Sarah Frances	Christian	Taylorville
Bowen, Margaret L.	McLean	Bloomington
Bowman, Myrtle Llew-Ella	Macon	Oakley
Breining, Minnie	La Salle	Peru
Briggle, Bessie Sarah	Schuyler	Rushville
Broadhead, Lemma C.	McLean	Normal
Buck, Olive	Fulton	Vermont
Camp, Drusilla	McLean	Bloomington
Campbell, Iva Rachel	Woodford	El Paso
Cardiff, Bessie Catherine	Knox	Galva
Cardiff, Ida May	Knox	Galva
Carroll, Florence Elizabeth	Stephenson	Freeport
Clark, Ada Belle	McLean	Bloomington
Clark, Lulu	White	Crossville
Coar, Winnie	Madison	Worden
Connaghan, Jeannette Helen	Macon	Niantic
Crawford, Agnes Amelia	Kankakee	Kankakee
Crewes, Florence Jessie	McLean	Normal
Crum, Alma Maria Frances	Mason	Easton
Curtis, Florence Alma	McLean	Kumler
Dace, Frances Louella	Schuyler	Rushville
Daniels, Maude May	Pike	Griggsville
David, Ruth Anna	Fulton	Ipava
Desmond, Pearl Ethel	Livingston	Chatsworth
Duncan, Dora	Piatt	Lintner

NAME	COUNTY	POST OFFICE
Dunlap, Rachel Marietta	<i>Livingston</i>	<i>Blackstone</i>
Eaton, Della Mae	<i>Macon</i>	<i>Decatur</i>
Edwards, Lulu E.	<i>Winnebago</i>	<i>Rockford</i>
Ellis, Dora Leah	<i>Fulton</i>	<i>Canton</i>
Emerson, Gertrude	<i>Mercer</i>	<i>Keithsburg</i>
English, Glidden Roberts	<i>McLean</i>	<i>Bloomington</i>
Erbes, Clara	<i>Marion</i>	<i>Centralia</i>
Estee, Lulu M.	<i>Ford</i>	<i>Gibson City</i>
Ferrell, Hortense Elizabeth	<i>Woodford</i>	<i>El Paso</i>
Fischer, Clara	<i>Tazewell</i>	<i>East Peoria</i>
Foster, Esther Browning	<i>McLean</i>	<i>Normal</i>
Garrison, Helen Elizabeth	<i>Pike</i>	<i>Pearl</i>
Gay, Mary Louise	<i>Pike</i>	<i>Rockport</i>
Gibbs, Carrie	<i>Coles</i>	<i>Mattoon</i>
Gibson, Anna Lucile	<i>Randolph</i>	<i>Sparta</i>
Gilbert, Effie Newcomb	<i>McLean</i>	<i>Normal</i>
Glover, Elleta Mae	<i>Woodford</i>	<i>Low Point</i>
Good, Mabel Edith	<i>Kankakee</i>	<i>Bonfield</i>
Green, Ethel Magnolia	<i>White</i>	<i>Norris City</i>
Griggs, Adah Hamilton	<i>McLean</i>	<i>Normal</i>
Gross, Lola Bertha	<i>Woodford</i>	<i>El Paso</i>
Herrington, Cora Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Hess, Mabel Clare	<i>Pike</i>	<i>Pearl</i>
Holforty, Ella Frances	<i>McLean</i>	<i>Le Roy</i>
Holforty, Mary Emma	<i>McLean</i>	<i>Le Roy</i>
Hopkins, Bessie Lavinia	<i>Macon</i>	<i>Decatur</i>
Hughes, Mary Lilian	<i>Schuyler</i>	<i>Rushville</i>
Hungerford, Mabel Valentine	<i>Iroquois</i>	<i>Loda</i>
Huntington, Daisy Bell	<i>Henry</i>	<i>Geneseo</i>
Illif, Maude	<i>Marshall</i>	<i>Washburn</i>
Jennings, Margaret Prothero	<i>McLean</i>	<i>Saybrook</i>
Johnson, Eugenia	<i>McLean</i>	<i>Bloomington</i>
Johnson, Harriet Olive	<i>Warren</i>	<i>Eleanor</i>
Jones, Ida	<i>Pike</i>	<i>El Dara</i>
Keys, Louie J.	<i>De Witt</i>	<i>Midland City</i>
Keys, Mary F.	<i>De Witt</i>	<i>Midland City</i>
King, Cora Irene	<i>Montgomery</i>	<i>Waggoner</i>
Kinne, Evelyn L.	<i>McLean</i>	<i>Bloomington</i>
Kinsey, Clara Nora	<i>Tazewell</i>	<i>Dillon</i>
Leber, Emma A.	<i>St. Clair</i>	<i>East St. Louis</i>
Le Sturgeon, Estella May	<i>Marion</i>	<i>Centralia</i>

NAME	COUNTY	POST OFFICE
McClintock, Maude Alice	<i>Tazewell</i>	<i>Green Valley</i>
McConnell, Grace Duff	<i>Logan</i>	<i>Lincoln</i>
McDonald, Bessie	<i>Macon</i>	<i>Casner</i>
McMillin, Rowena Lee	<i>Logan</i>	<i>Atlanta</i>
McQueen, Evaline Lenore	<i>Tazewell</i>	<i>Pekin</i>
Mahler, Amalia	<i>Madison</i>	<i>Highland</i>
Mann, Lydia Eliza	<i>Vermilion</i>	<i>Hoopeston</i>
Marks, Sarah Ann	<i>Winnebago</i>	<i>Pecatonica</i>
Mateer, Lucy Jane	<i>Marshall</i>	<i>Henry</i>
Merker, Minerva	<i>Macon</i>	<i>Emery</i>
Merna, Sadie C.	<i>McLean</i>	<i>Merna</i>
Miller, Nelle G.	<i>Douglas</i>	<i>Tuscola</i>
Mohlman, Lillie Gustine	<i>Cass</i>	<i>Beardstown</i>
Morgan, Mabel	<i>Kane</i>	<i>Hampshire</i>
Nelson, Flora Belle	<i>Stark</i>	<i>La Fayette</i>
Nickel, Lillian Victoria	<i>McLean</i>	<i>Chenoa</i>
Page, Maria Elizabeth	<i>Macoupin</i>	<i>Girard</i>
Penstone, Clara Maude	<i>Pike</i>	<i>Pittsfield</i>
Perry, Josephine	<i>Ford</i>	<i>Melvin</i>
Perry, Lorinda	<i>Ford</i>	<i>Melvin</i>
Phillips, Mary Jessamine	<i>Ford</i>	<i>Melvin</i>
Querry, Augusta	<i>Macon</i>	<i>Argenta</i>
Reitzell, Blanche Adah	<i>Stephenson</i>	<i>Freeport</i>
Renshaw, Jennie	<i>McLean</i>	<i>Normal</i>
Richards, Frances Rebecca	<i>Cook</i>	<i>Evanston</i>
Risor, Edna Mabel	<i>Woodford</i>	<i>Eureka</i>
Robinson, Emma E. L.	<i>McLean</i>	<i>Normal</i>
Robinson, Rachel	<i>St. Clair</i>	<i>East St. Louis</i>
Ross, Nellie	<i>Vermilion</i>	<i>Hoopeston</i>
Roy, Essie Matella	<i>St. Clair</i>	<i>East St. Louis</i>
Rulison, Mildred Blanch	<i>Ford</i>	<i>Piper City</i>
Savage, Ella Grace	<i>Pike</i>	<i>Griggsville</i>
Shearer, Agnes M.	<i>Stark</i>	<i>Wyoming</i>
Sherman, Laura	<i>Froquois</i>	<i>Onarga</i>
Simeral, Isabel	<i>McLean</i>	<i>Bloomington</i>
Skinner, Daisy Adelia	<i>McLean</i>	<i>Hudson</i>
Skinner, Edna Mae	<i>McLean</i>	<i>Normal</i>
Sleeper, Susannah Margaret	<i>(Texas)</i>	<i>Waco</i>
Stapleton, Bernice E.	<i>McLean</i>	<i>Bloomington</i>
Stephenson, Anna Meta	<i>McLean</i>	<i>Normal</i>
Strauss, Mabel K.	<i>Adams</i>	<i>Quincy</i>

NAME	COUNTY	POST OFFICE
Struss, Fredarica M.	<i>Rock Island</i>	<i>Wake</i>
Sullivan, Elizabeth D.	<i>McLean</i>	<i>Bloomington</i>
Sweet, Lola Gertrude	<i>Livingston</i>	<i>Chenoa</i>
Tobey, Marion Gertrude	<i>Kankakee</i>	<i>Herscher</i>
Trowbridge, Myrtle Mae	<i>Tazewell</i>	<i>Green Valley</i>
Turner, Carrie R.	<i>Woodford</i>	<i>Kappa</i>
Vail, Hattie Belle	<i>Kane</i>	<i>Elgin</i>
Viseur, Josephine	<i>Shelby</i>	<i>Assumption</i>
Voigt, Irma Elizabeth	<i>Adams</i>	<i>Quincy</i>
Waldorf, Mary	<i>La Salle</i>	<i>Peru</i>
Weaver, Edyth Maude	<i>De Kalb</i>	<i>Hinckley</i>
White, Mary Madeline	<i>McLean</i>	<i>Lexington</i>
Wilson, Bertha Gerish	<i>Pike</i>	<i>Griggsville</i>
Yapp, May	<i>Piatt</i>	<i>Mansfield</i>
Zerweck, Meta Veronica	<i>Madison</i>	<i>Alton</i>
Albert, William	<i>St. Clair</i>	<i>Millstadt</i>
Arras, John	<i>St. Clair</i>	<i>Freeburg</i>
Bingner, Charles Wesley	<i>Woodford</i>	<i>El Paso</i>
Bogges, Ralph	<i>Vermilion</i>	<i>Catlin</i>
DeLong, Howard W.	<i>Woodford</i>	<i>Washburn</i>
Hellyer, Perry Henry	<i>Fulton</i>	<i>Cuba</i>
Kummer, William Henry	<i>McLean</i>	<i>Bloomington</i>
Lafferty, George	<i>Mercer</i>	<i>Norwood</i>
McFarland, Will Johnson	<i>Greene</i>	<i>Carrollton</i>
McWilliams, Harry	<i>Richland</i>	<i>Olney</i>
O'Brien, John	<i>McLean</i>	<i>Bloomington</i>
Paxson, Walter A.	<i>Putnam</i>	<i>Magnolia</i>
Perkins, Orville Benton	<i>Warren</i>	<i>Roseville</i>
Seiler, William C.	<i>Richland</i>	<i>Dundas</i>
Smith, Clarence Earl	<i>McLean</i>	<i>Bloomington</i>
Stuckey, Leo	<i>McLean</i>	<i>Hudson</i>
Taylor, Walter Alfred	<i>Lake</i>	<i>Antioch</i>
Walters, Arthur E.	<i>Whiteside</i>	<i>Coleta</i>
Watrous, Edward P.	<i>Peoria</i>	<i>Mapleton</i>
Wetzel, Ira Azel	<i>Christian</i>	<i>Stonington</i>
White, George W.	<i>Morgan</i>	<i>Woodson</i>
Williams, James Ora	<i>McLean</i>	<i>Belleflower</i>
Wise, Bert O.	<i>Macon</i>	<i>Allenboro</i>
Wolgamott, Robert Blain	<i>Peoria</i>	<i>Glasford</i>

Students Who Have Completed Less Than One Year's Work.

NAME	COUNTY	POST OFFICE
Adcock, Ada	<i>Livingston</i>	<i>Chatsworth</i>
Ash, Luella Christina	<i>Morgan</i>	<i>Murrayville</i>
Aughinbaugh, Bertha Jennie	<i>Shelby</i>	<i>Oconee</i>
Bailey, Iva Marie	<i>Cook</i>	<i>Chicago</i>
Baker, Ada Olive	<i>Macon</i>	<i>Casner</i>
Barger, Nellie May	<i>Tazewell</i>	<i>Hopedale</i>
Barr, Lena	<i>Logan</i>	<i>Atlanta</i>
Bartley, Leola A.	<i>Vermilion</i>	<i>Danville</i>
Baxter, Alta Maude	<i>Schuyler</i>	<i>Huntsville</i>
Benner, Blanche	<i>Piatt</i>	<i>Atwood</i>
Bennett, Pearl	<i>Tazewell</i>	<i>Delavan</i>
Bess, Ella Mildred	<i>McLean</i>	<i>Danvers</i>
Bishop, Lena	<i>McLean</i>	<i>Normal</i>
Bond, Bertha J.	<i>Brown</i>	<i>Mt. Sterling</i>
Borrowman, Nella Florence	<i>Pike</i>	<i>Straut</i>
Bowman, Elizabeth Enola	<i>Pike</i>	<i>Pleasant Hill</i>
Braeutigam, Annie	<i>St Clair</i>	<i>Belleville</i>
Brown, Bessie Goldie	<i>Livingston</i>	<i>Healey</i>
Browne, Grace Christena	<i>McLean</i>	<i>Normal</i>
Brown, Mrs. Pearl Dingman	<i>Macon</i>	<i>Niantic</i>
Bunn, Letta Agnes	<i>Pike</i>	<i>Straut</i>
Bunn, Cora Alma	<i>Pike</i>	<i>Straut</i>
Burke, Daisy Margaret	<i>McLean</i>	<i>Bloomington</i>
Burroughs, Jennie V.	<i>McLean</i>	<i>Normal</i>
Burtis, Altha	<i>McLean</i>	<i>Hudson</i>
Buxton, Clementine D.	<i>Mason</i>	<i>San Jose</i>
Campbell, Clara	<i>Hancock</i>	<i>Denver</i>
Campbell, Jessie Elizabeth	<i>Ogle</i>	<i>Davis Junction</i>
Campbell, Nellie Agnes	<i>Schuyler</i>	<i>Rushville</i>
Carlson, Clara Olive	<i>McLean</i>	<i>Bloomington</i>
Carr, Clara Frances	<i>Sangamon</i>	<i>Spaulding</i>
Carr, Gertrude	<i>Sangamon</i>	<i>Spaulding</i>
Case, Flora Margaret	<i>Peoria</i>	<i>Dunlap</i>
Casey, Grace	<i>Peoria</i>	<i>Peoria</i>
Chalfant, Nellie Agnes	<i>(Iowa)</i>	<i>Nevada</i>
Chapman, Flora Bessie	<i>Scott</i>	<i>Naples</i>
Cheek, Marietta	<i>Mason</i>	<i>Forest City</i>
Chockley, Pearl	<i>Schuyler</i>	<i>Littleton</i>
Cline, Katherine Ann	<i>Livingston</i>	<i>Chatsworth</i>

NAME	COUNTY	POST OFFICE
Coffey, Margaret Ruth	<i>La Salle</i>	<i>Tonica</i>
Cole, Alice Maude	<i>La Salle</i>	<i>Ottawa</i>
Conger, Ethel Margaret	<i>McLean</i>	<i>Fletcher</i>
Conyers, Birdie Ann	<i>Cass</i>	<i>Newmansville</i>
Conyers, Ella	<i>Cass</i>	<i>Newmansville</i>
Corman, Ethel Mary	<i>Macon</i>	<i>Long Creek</i>
Cory, Edna	<i>Montgomery</i>	<i>Butler</i>
Costello, Kate	<i>McLean</i>	<i>Bloomington</i>
Covington, Rosa	<i>McLean</i>	<i>Normal</i>
Crowley, Margaret	<i>Christian</i>	<i>Edinburg</i>
Cryer, Mae	<i>McLean</i>	<i>Covell</i>
Cunningham, Marie Edith	<i>Macon</i>	<i>Elwin</i>
Davis, Nellie Ethel	<i>Rock Island</i>	<i>Cordova</i>
Dawson, Nora May	<i>Menard</i>	<i>Petersburg</i>
Dean, Maggie May	<i>McLean</i>	<i>Towanda</i>
Denning, Mabelle Alice	<i>Peoria</i>	<i>Elmwood</i>
Deterding, Dora Elta	<i>Morgan</i>	<i>Concord</i>
Dexheimer, Nettie L.	<i>(South Dakota)</i>	<i>Spencer</i>
Donaldson, Sue	<i>Rock Island</i>	<i>Coal Valley</i>
Donlon, Helen Clarissa	<i>McLean</i>	<i>Bloomington</i>
Dougherty, Agnes Lauretta	<i>De Witt</i>	<i>Clinton</i>
Egan, Katie Agnes	<i>La Salle</i>	<i>Garfield</i>
Eggenberger, Agatha	<i>Livingston</i>	<i>Odell</i>
Elliott, Elva May	<i>Adams</i>	<i>Quincy</i>
Ellis, Mabel	<i>Macon</i>	<i>Blue Mound</i>
England, Grace Florence	<i>Douglas</i>	<i>Newman</i>
Fife, Laura	<i>Macon</i>	<i>Decatur</i>
Finley, Marian Elise	<i>Livingston</i>	<i>Pontiac</i>
Fleener, Grace Byrdee	<i>(Nebraska)</i>	<i>O'Neill</i>
Fleischer, Ella	<i>McLean</i>	<i>Normal</i>
Flood, Elizabeth Jane	<i>Livingston</i>	<i>Cullom</i>
Forney, Cora Bell	<i>McLean</i>	<i>Hudson</i>
Franklin, Nellie	<i>Pike</i>	<i>Straut</i>
Gilbert, Lorena Clare	<i>McLean</i>	<i>Normal</i>
Glen, Winifred Blanche	<i>Peoria</i>	<i>Princeville</i>
Gordon, Mrs. Gussie Henry	<i>Morgan</i>	<i>Woodson</i>
Gragg, Anna Bertha	<i>Tazewell</i>	<i>Deer Creek</i>
Gray, Kate	<i>Johnson</i>	<i>Vienna</i>
Gregory, Mary Agatha	<i>McLean</i>	<i>Bloomington</i>
Harrison, Grace Anna	<i>Perry</i>	<i>Du Quoin</i>
Hart, M. Edith	<i>McLean</i>	<i>Bloomington</i>

NAME	COUNTY	POST OFFICE
Heritage, Christina R.	<i>McLean</i>	<i>Bloomington</i>
Herman, E. Mathilda	<i>Iroquois</i>	<i>Cissna Park</i>
Hess, V. June	<i>Pike</i>	<i>Milton</i>
Hickey, Mary Ellen	<i>Ford</i>	<i>Proctor</i>
Hiles, Rosa	<i>Jasper</i>	<i>Hunt</i>
Hinson, Ethel Emma	<i>Piatt</i>	<i>Cisco</i>
Hinton, Maybel	<i>Shelby</i>	<i>Oconee</i>
Hitch, Hattie Marguerite	<i>McLean</i>	<i>Hudson</i>
Hollis, Anna Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Hollis, Minerva Margretta	<i>Menard</i>	<i>Petersburg</i>
Holton, Edith May	<i>Marshall</i>	<i>Wenona</i>
Holton, Edna Sherwin	<i>Marshall</i>	<i>Wenona</i>
Ireland, Mollie Blanche	<i>Tazewell</i>	<i>Delavan</i>
James, Blanche	<i>McLean</i>	<i>Normal</i>
Johnston, Alice H.	<i>Schuyler</i>	<i>Rushville</i>
Johnston, Ema Lucile	<i>McLean</i>	<i>Hudson</i>
Johnston, Nellie	<i>Schuyler</i>	<i>Rushville</i>
Johnston, Ollie J.	<i>Schuyler</i>	<i>Rushville</i>
Jones, Mrs. L. May	<i>Livingston</i>	<i>Pontiac</i>
Jordan, Katie Anna	<i>Montgomery</i>	<i>Farmersville</i>
Kelly, Gertrude Elise	<i>De Witt</i>	<i>Clinton</i>
Kelley, Maude	<i>McLean</i>	<i>Lexington</i>
Killian, Agnes	<i>McLean</i>	<i>Towanda</i>
Koener, Anna Martha	<i>St. Clair</i>	<i>Lebanon</i>
Kramer, Tina Amelia	<i>Logan</i>	<i>Emden</i>
Kurtz, Lillie	<i>Richland</i>	<i>Olney</i>
Lafferty, Amy Bell	<i>McLean</i>	<i>Le Roy</i>
Large, Carrie Agnes	<i>Christian</i>	<i>Taylorville</i>
Laughlin, Mabel H.	<i>Macon</i>	<i>Decatur</i>
Laughlin, Martha Elizabeth	<i>Macon</i>	<i>Decatur</i>
Laughlin, Mary Alice	<i>Macon</i>	<i>Decatur</i>
Laux, Anna Mary	<i>St. Clair</i>	<i>Mascoutah</i>
Lavery, Ellen Blanche	<i>Kankakee</i>	<i>Kankakee</i>
Lee, Metta J.	<i>McLean</i>	<i>Normal</i>
Lemons, Carrie Rosamond	<i>McLean</i>	<i>Ellsworth</i>
Loftus, Hannah Nora	<i>La Salle</i>	<i>Rutland</i>
Ludwig, Debbie Margery	<i>Vermilion</i>	<i>Hope</i>
McCarty, Nora E.	<i>Peoria</i>	<i>Elmwood</i>
McGill, Beatrice Elida	<i>Livingston</i>	<i>Odell</i>
McIntyre, Frances Fern	<i>Tazewell</i>	<i>Allenton</i>
McKee, Mrs. Maude Pinkston	<i>Champaign</i>	<i>Mahomet</i>

NAME	COUNTY	POST OFFICE
McMillin, Nellie Jessie	<i>Logan</i>	<i>Atlanta</i>
McReynolds, Edna Fern	<i>McLean</i>	<i>Stanford</i>
Manock, Jessie Augusta	<i>Peoria</i>	<i>Hallock</i>
Maple, Cordia E.	<i>Peoria</i>	<i>Kickapoo</i>
Markland, Ella F.	<i>Logan</i>	<i>Armington</i>
Miller, Aura Edna	<i>Peoria</i>	<i>Princeville</i>
Mills, Nellie Edith	<i>Livingston</i>	<i>Dwight</i>
Moore, Grace Elizabeth	<i>Vermilion</i>	<i>Danville</i>
Morse, Clara L.	<i>Clinton</i>	<i>Carlyle</i>
Moynihan, Lauretta	<i>La Salle</i>	<i>La Salle</i>
Mulcahy, Ina	<i>Tazewell</i>	<i>Delavan</i>
Muthersbaugh, Mabel Alice	<i>Macon</i>	<i>Decatur</i>
Myers, Ethel Anne	<i>Macon</i>	<i>Decatur</i>
Myers, Lydia Eva Theresa	<i>Macon</i>	<i>Long Creek</i>
Nickell, Clara Frances	<i>McLean</i>	<i>Farmer City</i>
Oathout, Emily Ada	<i>Iroquois</i>	<i>Loda</i>
O'Keefe, Elizabeth E.	<i>Sangamon</i>	<i>Auburn</i>
Ott, Bessie L.	<i>McLean</i>	<i>Normal</i>
Papenhaus, Laura Mae	<i>Tazewell</i>	<i>Morton</i>
Peters, Anna Frieda	<i>Iroquois</i>	<i>Watseka</i>
Phillips, Ellen Thomas	<i>Lee</i>	<i>Walnut</i>
Pollock, Alice	<i>Pike</i>	<i>Nebo</i>
Pollock, Nellie	<i>Pike</i>	<i>Nebo</i>
Pond, Clara Louise	<i>Menard</i>	<i>Greenview</i>
Powell, Mary Eliza	<i>Peoria</i>	<i>Bartonville</i>
Price, Eva Nora	<i>Peoria</i>	<i>Edwards</i>
Puterbaugh, Mettie Vay	<i>Tazewell</i>	<i>Mackinaw</i>
Quigley, Ellen Ada	<i>Shelby</i>	<i>Pana</i>
Read, Nellie	<i>Schuyler</i>	<i>Huntsville</i>
Reay, Mary A.	<i>Grundy</i>	<i>Braceville</i>
Reesman, Luella June	<i>Will</i>	<i>Plainfield</i>
Regan Mary Magdalene	<i>Will</i>	<i>Joliet</i>
Reilly, Irma Decker	<i>Vermilion</i>	<i>Danville</i>
Reynolds, Ella Lou	<i>De Witt</i>	<i>Wapella</i>
Richert, Anna Mary	<i>Greene</i>	<i>White Hall</i>
Robertson, Daisy Merna	<i>McLean</i>	<i>Bloomington</i>
Royse, Lucy Ellen	<i>Piatt</i>	<i>Cisco</i>
Scanland, Ruth Lucile	<i>Gallatin</i>	<i>Shawneetown</i>
Scanlan, Alice	<i>Livingston</i>	<i>Cullom</i>
Schilling, Margaret Wilhelmina	<i>Stephenson</i>	<i>Freeport</i>
Shaw, Mary Ruth	<i>Livingston</i>	<i>Fairbury</i>

NAME	COUNTY	POST OFFICE
Sherer, Mabel	<i>Macon</i>	<i>Forest City</i>
Shumate, Mattie	<i>Sangamon</i>	<i>Springfield</i>
Smith, Laura Christine	<i>Douglas</i>	<i>Tuscola</i>
Smith, Lula Kincaide	<i>Douglas</i>	<i>Tuscola</i>
Spencer, Lidy	<i>Douglas</i>	<i>Arcola</i>
Spurgin, Minnie O.	<i>(Montana)</i>	<i>Missoula</i>
Stewart, Effie	<i>Macon</i>	<i>Decatur</i>
Stowell, Anna	<i>Marshall</i>	<i>Lawn Ridge</i>
Stratton, Ida Belle	<i>Kankakee</i>	<i>Momence</i>
Stroud, Anna Belle	<i>Kankakee</i>	<i>Bonfield</i>
Struve, Emma Cecilia	<i>Will</i>	<i>Beecher</i>
Sturges, Bertha May	<i>Macon</i>	<i>Latham</i>
Sutton, Velma Aurilla	<i>Mason</i>	<i>Oakford</i>
Taylor, Maude	<i>Fulton</i>	<i>Vermont</i>
Taylor, Ruth Abigail	<i>Woodford</i>	<i>El Paso</i>
Telford, Iva	<i>Macon</i>	<i>Oakley</i>
Thomas, Hannah True	<i>St. Clair</i>	<i>Belleville</i>
Titterington, Anna M	<i>Sangamon</i>	<i>Rochester</i>
Tobey, Marthe Myrtle	<i>Kankakee</i>	<i>Herscher</i>
Trotter, Jessie Kate	<i>Grundy</i>	<i>Coal City</i>
Trunnell, Louise	<i>Livingston</i>	<i>Dwight</i>
Van Hook, Nelly Myrtle	<i>McLean</i>	<i>Normal</i>
Van Meter, Edna Helen	<i>Mercer</i>	<i>Aledo</i>
Watkins, Grayce Margaret	<i>Iroquois</i>	<i>Sheldon</i>
Wayman, Mabel Clare	<i>Cook</i>	<i>Arlington Heights</i>
Whitten, Mrs. Henrietta	<i>Marshall</i>	<i>La Prairie Center</i>
Wilcox, May Elizabeth	<i>McLean</i>	<i>McLean</i>
Williams, Alice	<i>McLean</i>	<i>Bloomington</i>
Wilson, Julia	<i>McLean</i>	<i>Hudson</i>
Winans, Ethel Elizabeth	<i>Pike</i>	<i>Pittsfield</i>
Wood, Bertha Lucinda	<i>Woodford</i>	<i>Secor</i>
Wright, Edna Elizabeth	<i>McLean</i>	<i>Stanford</i>
Wyllie, Harriet Electa	<i>St. Clair</i>	<i>Marissa</i>
Ambrose, George	<i>McLean</i>	<i>Hudson</i>
Arnold, John Daniel	<i>Piatt</i>	<i>Laplace</i>
Baker, Hosea H.	<i>Pope</i>	<i>Golconda</i>
Barber, Volney B.	<i>Macon</i>	<i>Forsyth</i>
Barton, William J.	<i>Pike</i>	<i>Pleasant Hill</i>
Baum, Berthold C. P.	<i>Monroe</i>	<i>Waterloo</i>
Bonnell, Charles H.	<i>Christian</i>	<i>Owaneco</i>
Brittin, Charles	<i>Sangamon</i>	<i>Cantrall</i>

NAME	COUNTY	POST OFFICE
Brooker, Edwin	<i>Will</i>	<i>Beecher</i>
Bruechert, Henry Nicholas	<i>Jo Daviess</i>	<i>Shapville</i>
Burroughs, Dillon	<i>Crawford</i>	<i>Oblong</i>
Burtis, Ira E.	<i>McLean</i>	<i>Hudson</i>
Cannon, Clyde Oliver	<i>Woodford</i>	<i>Secor</i>
Chapman, William Charles	<i>Iroquois</i>	<i>Sheldon</i>
Criss, Elmer Monroe	<i>Pike</i>	<i>Pleasant Hill</i>
Culp, Loren O.	<i>Woodford</i>	<i>Eureka</i>
Cunningham, Frank Edgar	<i>Iroquois</i>	<i>Clarence</i>
Davis, Henry Willis	<i>Macon</i>	<i>Long Creek</i>
Dean, Charles	<i>Vermilion</i>	<i>Henning</i>
Herman, Hamilton William	<i>St. Clair</i>	<i>Freeburg</i>
Hertel, Garfield Eugene	<i>St. Clair</i>	<i>Freeburg</i>
Hewitt, Henry Allen	<i>Macoupin</i>	<i>Scottville</i>
Hoover, Karl W.	<i>Macon</i>	<i>Macon</i>
Jesse, Jesse Willard	<i>Marshall</i>	<i>Toluca</i>
Keplinger, James Curtis	<i>Macoupin</i>	<i>Girard</i>
Ketchum, George C.	<i>Champaign</i>	<i>Rantoul</i>
Kinsey, Roy Walter	<i>Tazewell</i>	<i>Minier</i>
Lengfelder, Louis L.	<i>Jefferson</i>	<i>Mt. Vernon</i>
Liming, Perry Oliver	<i>Macon</i>	<i>Maroa</i>
McLemore, William Dennis	<i>Mason</i>	<i>Mason City</i>
McNeil, William Oscar	<i>Montgomery</i>	<i>Nokomis</i>
Mannon, Calvin H.	<i>Stark</i>	<i>Osceola</i>
Martin, Joseph Hooker	<i>(Indiana)</i>	<i>Farabee</i>
Martin, Joseph Warren	<i>Tazewell</i>	<i>Green Valley</i>
Melvin, James Richardson	<i>Livingston</i>	<i>Wing</i>
Nance, Ross Augustus	<i>Menard</i>	<i>Petersburg</i>
Niess, John Jr.	<i>St. Clair</i>	<i>Mascoutah</i>
Nolen, Walter Gray	<i>Saline</i>	<i>Harrisburg</i>
Parker, Abram Hayes	<i>Kankakee</i>	<i>Manteno</i>
Peck, Dorus	<i>Pike</i>	<i>Nebo</i>
Perrin, Harry A.	<i>McLean</i>	<i>Normal</i>
Pierce, John Elmer	<i>McLean</i>	<i>Normal</i>
Porter, Marion G.	<i>Mason</i>	<i>Mason City</i>
Prince, J. Garfield	<i>(Oklahoma)</i>	<i>Kingfisher</i>
Ragsdale, Alva Lee	<i>McLean</i>	<i>Bloomington</i>
Ray, Alpheus C.	<i>Wayne</i>	<i>Cisne</i>
Reed, Ernest Henry	<i>Woodford</i>	<i>Secor</i>
Robinson, Arthur Ellsworth	<i>Macon</i>	<i>Blue Mound</i>
Scott, Winfield	<i>Pope</i>	<i>Allen's Spring</i>

NAME	COUNTY	POST OFFICE
Senter, James G.	<i>Menard</i>	<i>Petersburg</i>
Shaub, George Hoadley	<i>Logan</i>	<i>Emden</i>
Simpson, Clark	<i>Tazewell</i>	<i>Mackinaw</i>
Sinnett, Thomas P.	<i>Iroquois</i>	<i>Crescent City</i>
Smith, Fred J.	<i>Mason</i>	<i>San Jose</i>
Stout, John Henry	<i>Saline</i>	<i>Harrisburg</i>
Stuckey, Edward	<i>McLean</i>	<i>Hudson</i>
Talley, Lee Roy	<i>Macoupin</i>	<i>Piasa</i>
Taylor, Edgar	<i>Christian</i>	<i>Stonington</i>
Telford, Frederick	<i>Macon</i>	<i>Oakley</i>
Timmons, George Albert	<i>Peoria</i>	<i>Edelstein</i>
Turner, Rodney Curtin	<i>Sangamon</i>	<i>Illio polis</i>
Webster, Robert Bethel	<i>Iroquois</i>	<i>Woodland</i>
Wetzel, Clarence Earl	<i>Christian</i>	<i>Stonington</i>
Whetzel, Harvey C.	<i>Woodford</i>	<i>Secor</i>
Williams, Charles	<i>Sangamon</i>	<i>Illio polis</i>
Williams, Elijah	<i>Marion</i>	<i>Omega</i>
Wilson, Isaac	<i>Sangamon</i>	<i>Auburn</i>
Wise, Albert Thaddeus	<i>Livingston</i>	<i>Chatsworth</i>
Youle, Arthur Milton	<i>Jo Daviess</i>	<i>Scales Mound</i>
Young, Ripley F.	<i>Iroquois</i>	<i>Woodland</i>
Zelle, Fred William	<i>Logan</i>	<i>Lake Fork</i>

SUMMER SCHOOL ENROLLMENT.

NAMES	COUNTY	POST OFFICE
Alkire, M. Alberta	<i>Sangamon</i>	<i>Springfield</i>
Allen, Grace Matilda	<i>Marshall</i>	<i>Wenona</i>
Allison, Grace Elizabeth	<i>Schuyler</i>	<i>Rushville</i>
Arbogast, Edwine Fern	<i>DeWitt</i>	<i>Farmer City</i>
Arnett, Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Bader, Grace	<i>Schuyler</i>	<i>Baders</i>
Bailey, Harriette	<i>Woodford</i>	<i>Panola</i>
Baker, Mary Lillian	<i>Pope</i>	<i>Golconda</i>
Ballard, Lena Pearle	<i>McLean</i>	<i>Normal</i>
Baty, Mary Isabella	<i>Peoria</i>	<i>Glasford</i>
Baujan, Nellie	<i>Cass</i>	<i>Beardstown</i>
Baujan, Verna	<i>Cass</i>	<i>Beardstown</i>
Beadles, Sada	<i>Macon</i>	<i>Decatur</i>
Beall, Hatte Estella	<i>Peoria</i>	<i>Princeville</i>
Beamer, Nannie Lenore	<i>Macon</i>	<i>Decatur</i>
Bean, Florence Louisa	<i>Peoria</i>	<i>Chillicothe</i>
Bear, Kate L.	<i>Hancock</i>	<i>Joetta</i>
Beckwith, Alice Margaret	<i>McLean</i>	<i>Bloomington</i>
Bennett, Cora Eva	<i>Livingston</i>	<i>Flanagan</i>
Berfield, Adelle	<i>Stark</i>	<i>Toulon</i>
Bevan, Louella	<i>McLean</i>	<i>Bloomington</i>
Blandin, Ida Beatrice	<i>Peoria</i>	<i>Hanna City</i>
Blood, Annie Martin	<i>Menard</i>	<i>Petersburg</i>
Bovard, Edna Louise	<i>La Salle</i>	<i>Marseilles</i>
Bowen, Margaret Lee	<i>McLean</i>	<i>Bloomington</i>
Bradford, Ella	<i>La Salle</i>	<i>Streator</i>
Bradley, Carrie Florence	<i>McLean</i>	<i>Bloomington</i>
Bradley, Eugenia May	<i>McLean</i>	<i>Bloomington</i>
Breen, Vivian M.	<i>Vermilion</i>	<i>Danville</i>
Breining, Minnie	<i>La Salle</i>	<i>Peru</i>
Briggle, Bessie Sarah	<i>Schuyler</i>	<i>Rushville</i>
Brooks, Nell E.	<i>Piatt</i>	<i>Atwood</i>
Brown, Carrie Sarah	<i>Knox</i>	<i>Galesburg</i>
Bullock, Agnes Irene	<i>Woodford</i>	<i>El Paso</i>
Burke, Daisy Margaret	<i>McLean</i>	<i>Bloomington</i>

NAME	COUNTY	POST OFFICE
Burroughs, Jennie V.	McLean	Normal
Burroughs, Lulu	McLean	Normal
Burt, Jessie Sabina	Knox	Oneida
Burtis, Edna	McLean	Hudson
Byland, Kittie Leone	DeWitt	Weldon
Campbell, Iva Rachel	Woodford	El Paso
Carr, Mary	La Salle	Streator
Carroll, Florence Elizabeth	Stephenson	Freeport
Caughey, Adeline	Rock Island	Orion
Caughey, Florence Gertrude	Rock Island	Orion
Cavins, Henrietta Olive	Coles	Mattoon
Chambers, Cordia L.	Peoria	Glasford
Chambers, Jennie	Edgar	Metcalf
Champion, Marie	McLean	Normal
Chapman, Jessie Rebecca	McLean	Carlock
Chase, Carrie Taylor	McLean	Le Roy
Cheney, Della Fern	McLean	Saybrook
Churchill, Minnie B.	Ma lison	Godfrey
Clarke, Bessie E.	Warren	Monmouth
Clarke, Daisy Ward	Pope	Golconda
Clifford, Annie	Monroe	Renault
Clotfelter, Mollie	Montgomery	Hillsboro
Coen, Margaret	McLean	Normal
Coffon, Sara Louise	Livingston	Flanagan
Cole, Alice Maude	La Salle	Ottawa
Cole, Mrs. Frances Adelaide	Cook	Chicago
Collins, Elizabeth Marie	Ford	Perdue
Colvin, Cora B.	Pike	Nebo
Connaghan, Jeannette Helen	Macon	Niantic
Cook, Edna Lawson	Macoupin	Chesterfield
Cook, Maud	Macon	Macon
Cooper, Lillian	Mason	Mason City
Corrin, Emily	Rock Island	Hillsdale
Chrichton, Annabel	McLean	Towanda
Croskey, Anna Alice	DeWitt	Farmer City
Cutler, Emily Mae	Rock Island	Edgington
Damman, Mary Alice	Woodford	Secor
David, Ruth Anna	Fulton	Ipava
Davis, Agnes	Marshall	Henry
Davis, Mary Priscilla	DeWitt	Farmer City
Dempsey, Alice	Peoria	Elmwood

NAME	COUNTY	POST OFFICE
Distler, Iva Josephine	<i>Peoria</i>	<i>Peoria</i>
Divan, Worthy Jean	<i>Macon</i>	<i>Decatur</i>
Doran, Julia A.	<i>Peoria</i>	<i>Kickapoo</i>
Dougherty, Agnes Laur�etta	<i>DeWitt</i>	<i>Clinton</i>
Douglas, Rosa	<i>Peoria</i>	<i>Laura</i>
Downey, Retta	<i>Putnam</i>	<i>Putnam</i>
Downing, Zula	<i>Peoria</i>	<i>Smithville</i>
Doyle, Katie	<i>Champaign</i>	<i>Ivesdale</i>
Dunbar, Virginia	<i>DeWitt</i>	<i>Wapella</i>
Dunn, Ella M.	<i>Edgar</i>	<i>Paris</i>
Durbin, Eliza	<i>Rock Island</i>	<i>Cordova</i>
Durbin, Rosa Mae	<i>Rock Island</i>	<i>Cordova</i>
Eberlein, Amanda R.	<i>Greene</i>	<i>Carrollton</i>
Edwards, Edith B.	<i>Knox</i>	<i>Galesburg</i>
Egglesstone, Adelaide	<i>Mason</i>	<i>Natrona</i>
Egglesstone, Margarette Anna	<i>Mason</i>	<i>Natrona</i>
Ellington, Irma Adell	<i>Montgomery</i>	<i>Donnellson</i>
Elvin, Alice Cassilda	<i>McLean</i>	<i>Bloomington</i>
Emerson, Gertrude	<i>Mercer</i>	<i>Keithsburg</i>
Ensign, Bertha A.	<i>La Salle</i>	<i>Rutland</i>
�ntriken, Virginia Isabella	<i>Morgan</i>	<i>Ceres</i>
Erbes, Clara	<i>Marion</i>	<i>Centralia</i>
Estee, Lula M.	<i>Ford</i>	<i>Gibson City</i>
Etling, Ella Kate	<i>St. Clair</i>	<i>Floraville</i>
Eyestone, Laura M.	<i>McLean</i>	<i>Normal</i>
Fanson, Mary	<i>McLean</i>	<i>Danvers</i>
Felton, Hattie	<i>Peoria</i>	<i>Kickapoo</i>
Fieldhouse, Bernice Jeannette	<i>Peoria</i>	<i>Chillicothe</i>
Finley, Marian	<i>Livingston</i>	<i>Pontiac</i>
Flaherty, Nora	<i>De Witt</i>	<i>Wapella</i>
Flood, Elizabeth J.	<i>Livingston</i>	<i>Cullom</i>
Foreman, Anna	<i>Morgan</i>	<i>Jacksonville</i>
Foster, Katie Lorena	<i>McLean</i>	<i>Normal</i>
Frail, Alice Belle	<i>Knox</i>	<i>Altona</i>
Frail, Bertha	<i>Knox</i>	<i>Altona</i>
Freeman, Laura Ellen	<i>Marshall</i>	<i>Varna</i>
Freidinger, Stella M.	<i>Tazewell</i>	<i>Allentown</i>
French, Lola M.	<i>La Salle</i>	<i>Streator</i>
Fry, Harriet A.	<i>McLean</i>	<i>ReRoy</i>
Fry, Nellie Bradford	<i>Brown</i>	<i>Mt. Sterling</i>
Fryer, M. Kathryn	<i>Logan</i>	<i>Mt. Pulaski</i>

NAME	COUNTY	POST OFFICE
Gardner, Lena M.	<i>La Salle</i>	<i>Marselles</i>
Gassner, Laura Franshon	<i>McLean</i>	<i>Padua</i>
Gifford, May	<i>Kankakee</i>	<i>Kankakee</i>
Gilbert, Effie Newcomb	<i>McLean</i>	<i>Normal</i>
Gillespie, Anna Laura	<i>Kankakee</i>	<i>Buckingham</i>
Gilliam, Jessie M.	<i>Peoria</i>	<i>Peoria</i>
Glen, Jessie D.	<i>Peoria</i>	<i>Princeville</i>
Goodell, Nina	<i>Cass</i>	<i>Chandlerville</i>
Gorsuch, Edith Irene	<i>Tazewell</i>	<i>Pekin</i>
Gottrick, Mary R.	<i>Knox</i>	<i>Knoxville</i>
Grant, Marguerite F.	<i>Marshall</i>	<i>Wenona</i>
Green, Ethel Magnolia	<i>White</i>	<i>Norris City</i>
Green Mabel Elizabeth	<i>Greene</i>	<i>White Hall</i>
Griffith, Mabel Frances	<i>Vermilion</i>	<i>Rankin</i>
Griggs, Adah Hamilton	<i>McLean</i>	<i>Normal</i>
Griswold, Emma	<i>Piatt</i>	<i>Cerro Gordo</i>
Gross, Lena	<i>Piatt</i>	<i>Atwood</i>
Gunnell, Rowena Belle	<i>McLean</i>	<i>Normal</i>
Hale, Daisy Mae	<i>McLean</i>	<i>Bloomington</i>
Hall, Ida	<i>La Salle</i>	<i>Streator</i>
Hallock, Minnie Julina	<i>Stark</i>	<i>Osceola</i>
Hamilton, Ethel Rowena	<i>McLean</i>	<i>Bloomington</i>
Hammond, Mollie	<i>Tazewell</i>	<i>Mackinaw</i>
Hancock, Ada E.	<i>(Iowa)</i>	<i>Keokuk</i>
Hardcastle, Nellie	<i>Greene</i>	<i>Carrollton</i>
Haslam, Maude Edith	<i>Shelby</i>	<i>Moweaqua</i>
Hayes, L. Pansy	<i>La Salle</i>	<i>Marseilles</i>
Hayes, Roxana	<i>Peoria</i>	<i>Brimfield</i>
Hazen, Alice Louise	<i>Woodford</i>	<i>El Paso</i>
Healy, Elizabeth Lorette	<i>Logan</i>	<i>Lincoln</i>
Heberling, Robitine Lewis	<i>Mason</i>	<i>Havana</i>
Held, Dena Alma	<i>Menard</i>	<i>Oakford</i>
Herrington, Cora E.	<i>McLean</i>	<i>Bloomington</i>
Hiett, Myrtle Anna	<i>Adams</i>	<i>Camp Point</i>
Himes, Jessie May	<i>McLean</i>	<i>Normal</i>
Hitchcock, Elizabeth	<i>McLean</i>	<i>Normal</i>
Hoadley, Catherine	<i>La Salle</i>	<i>Streator</i>
Holforty, Ella Frances	<i>McLean</i>	<i>Normal</i>
Holforty, Mary Emma	<i>McLean</i>	<i>Normal</i>
Hollstein, Hulda	<i>Will</i>	<i>Frankfort Station</i>
Horn, Louise M.	<i>Coles</i>	<i>Mattoon</i>

NAME	COUNTY	POST OFFICE
Howard, Daisy M.	<i>Logan</i>	<i>Mt. Pulaski</i>
Hughes, May	<i>Montgomery</i>	<i>Litchfield</i>
Hulva, Addie B.	<i>McLean</i>	<i>Bloomington</i>
Hulva, Josie	<i>McLean</i>	<i>Bloomington</i>
Hungerford, Mabel Valentine	<i>Iroquois</i>	<i>Loda</i>
Iliiff, Maude	<i>McLean</i>	<i>Normal</i>
Ingersoll, Mrs. Lucy	<i>McLean</i>	<i>Bloomington</i>
Johann, Helen	<i>Woodford</i>	<i>Eureka</i>
Johnson, Eugenia	<i>McLean</i>	<i>Bloomington</i>
Johnson, Selma Caroline	<i>Vermilion</i>	<i>East Lynn</i>
Jones, Minnie Jane	<i>Pike</i>	<i>Pittsfield</i>
Jordan, Marguerite	<i>DeWitt</i>	<i>Wapella</i>
Justis, Carrie E.	<i>Marshall</i>	<i>La Rose</i>
Keck, Emma Caroline	<i>St Clair</i>	<i>Millstadt</i>
Kennedy, Kathryn Cassilda	<i>McLean</i>	<i>Ballard</i>
Kennedy, Lucy Everildis	<i>Livingston</i>	<i>Garfield</i>
Keough, Ada Winnifred	<i>Mason</i>	<i>Bath</i>
Keough, Bessie	<i>Mason</i>	<i>Bath</i>
Kief, Della May	<i>Logan</i>	<i>Hartsburg</i>
Kindred, Maggie	<i>Peoria</i>	<i>Bartonville</i>
King, Lillie Edith	<i>Peoria</i>	<i>Jubilee</i>
Kirk, Daisy Estella	<i>Montgomery</i>	<i>Donnellson</i>
Kistinger, Louise M.	<i>La Salle</i>	<i>Ransom</i>
Klotz, Matilda	<i>Perry</i>	<i>Pinkneyville</i>
Koehler, Emma O.	<i>McLean</i>	<i>Normal</i>
Kortkamp, Henrietta	<i>Montgomery</i>	<i>Hillsboro</i>
Lanigan, Rose H.	<i>Logan</i>	<i>Lincoln</i>
Larry, Lulu Alina	<i>DeWitt</i>	<i>Swisher</i>
Lavery, Ellen Blanche	<i>Kankakee</i>	<i>Kankakee</i>
Lee, Emma A.	<i>Christian</i>	<i>Pana</i>
Lindsey, Florence	<i>Tazewell</i>	<i>Lilly</i>
Lindsey, Lucy Lenora	<i>Tazewell</i>	<i>Lilly</i>
Lippert, Christine Marie	<i>Mason</i>	<i>Bath</i>
List, Clara M.	<i>Livingston</i>	<i>Strawn</i>
Loftus, Hanna N.	<i>La Salle</i>	<i>Rutland</i>
Lucas, Mary	<i>Mason</i>	<i>Easton</i>
McCabe, Nellie E.	<i>Peoria</i>	<i>Elmwood</i>
McCarty, Nora E.	<i>Peoria</i>	<i>Elmwood</i>
McCullough, Mary Viola	<i>Peoria</i>	<i>Mapleton</i>
McDermott, Maggie	<i>Peoria</i>	<i>Princeville</i>
McGuffie, Lizzie	<i>Logan</i>	<i>Atlanta</i>

NAME	COUNTY	POST OFFICE
McGuire, Mary	<i>St. Clair</i>	<i>Lebanon</i>
McKenzie, Mary Ennis	<i>Stark</i>	<i>Toulon</i>
McPherson, Anna M.	<i>DeWitt</i>	<i>Clinton</i>
McQuown, Cora	<i>Coles</i>	<i>Mattoon</i>
Maginnis, Mary E.	<i>Cook</i>	<i>Morgan Park</i>
Maher, Nellie	<i>Peoria</i>	<i>Bloomfield</i>
Major, Birdie	<i>Bureau</i>	<i>Walnut</i>
Malone, Mary Slade	<i>McLean</i>	<i>Normal</i>
Mann, Anna Frances	<i>Vermilion</i>	<i>Hoopeston</i>
Mansell, Nannie A.	<i>Ford</i>	<i>Kempton</i>
Markland, Eva Lorene	<i>Logan</i>	<i>Armington</i>
Marks, Sarah Ann	<i>Winnebago</i>	<i>Pecatonica</i>
Mastin, Maude J.	<i>Knox</i>	<i>Knoxville</i>
Mastin, Nellie Sarah	<i>Knox</i>	<i>Knoxville</i>
Mateer, Fannie M.	<i>La Salle</i>	<i>Rutland</i>
Mateer, Lucy J.	<i>Marshall</i>	<i>Henry</i>
Mather, Jerusha E.	<i>La Salle</i>	<i>Streator</i>
Maxey, Pauline	<i>Knox</i>	<i>Williamsfield</i>
Meisenhelter, E. Mildred	<i>Christian</i>	<i>Rosamond</i>
Melville, Mollie	<i>Peoria</i>	<i>Elmwood</i>
Merker, Minerva	<i>Macon</i>	<i>Emery</i>
Michael, Bertha	<i>Vermilion</i>	<i>Glenburn</i>
Michael, Mary	<i>Logan</i>	<i>Lincoln</i>
Miller, Mina Freda	<i>Peoria</i>	<i>Elmwood</i>
Miller, Ona Belle	<i>Mercer</i>	<i>Aledo</i>
Moore, Katherine Anna	<i>La Salle</i>	<i>Lostant</i>
Morgan, Mary Emma	<i>Piatt</i>	<i>DeLand</i>
Nelson, Nellie M.	<i>Knox</i>	<i>Williamsfield</i>
Nickell, Clara	<i>McLean</i>	<i>Farmer City</i>
Oathout, Mabel Edna	<i>Iroquois</i>	<i>Loda</i>
O'Halloran, Mamie Clotilde	<i>La Salle</i>	<i>Peru</i>
Olsen, Bertha Katherina	<i>La Salle</i>	<i>Marseilles</i>
Outram, Alice M.	<i>Livingston</i>	<i>Long Point</i>
Overman, Emma May	<i>Macoupin</i>	<i>Bunker Hill</i>
Page, Maria Elizabeth	<i>Macoupin</i>	<i>Girard</i>
Parker, Jennie	<i>McLean</i>	<i>Normal</i>
Parker, Nannie C.	<i>Macon</i>	<i>Maroa</i>
Partridge, Leona	<i>Peoria</i>	<i>Smithville</i>
Patten, Eula Lee	<i>Christian</i>	<i>Assumption</i>
Patterson, Anna Belle	<i>Mason</i>	<i>Bath</i>
Pearson, Carrie Minnie	<i>Peoria</i>	<i>Edelstein</i>

NAME	COUNTY	POST OFFICE
Perry, Caroline Josephine	<i>Stark</i>	<i>Toulon</i>
Phillips, Edna M.	<i>Ford</i>	<i>Perdue</i>
Picken, Mae Evangeline	<i>Winnebago</i>	<i>Rockford</i>
Pinkerton, Margaret C.	<i>Peoria</i>	<i>Hanna City</i>
Plegge, Adelia Lulu	<i>St. Clair</i>	<i>Mascoutah</i>
Podesva, Annie	<i>St. Clair</i>	<i>Lebanon</i>
Pollock, Anna M.	<i>McDonough</i>	<i>Macomb</i>
Powell, Mary Eliza	<i>Peoria</i>	<i>Bartonville</i>
Price, Eva Nora	<i>Peoria</i>	<i>Edwards</i>
Radford, Maebelle	<i>McLean</i>	<i>Bloomington</i>
Rambo, Jessie Eulalia	<i>Knox</i>	<i>Maquon</i>
Rape, Edna Mae	<i>Christian</i>	<i>Taylorville</i>
Rayner, Augusta Clara	<i>McLean</i>	<i>McLean</i>
Reed, Edith Elizabeth	<i>DeWitt</i>	<i>Weldon</i>
Reinhart, Frances C.	<i>Peoria</i>	<i>Brimfield</i>
Rentschler, Katie	<i>Logan</i>	<i>Mt. Pulaski</i>
Richards, Frances Rebecca	<i>Cook</i>	<i>Evanston</i>
Rigdon, Annetta	<i>Logan</i>	<i>Mt. Pulaski</i>
Roach, Mary Margaret	<i>McLean</i>	<i>Danvers</i>
Robbins, Mary Jane	<i>St. Clair</i>	<i>East St. Louis</i>
Robinson, Emma E. L.	<i>McLean</i>	<i>Normal</i>
Robinson, Minnie Louise	<i>McLean</i>	<i>Bloomington</i>
Robinson, Nettie	<i>Greene</i>	<i>Carrollton</i>
Rogers, Mary Ellen	<i>Knox</i>	<i>Yates City</i>
Rose, Louise	<i>Monroe</i>	<i>Columbia</i>
Ross, Ella Elizabeth	<i>Morgan</i>	<i>Jacksonville</i>
Rourke, Gertrude	<i>Logan</i>	<i>Lincoln</i>
Rouse, Jessie L.	<i>Peoria</i>	<i>Glasford</i>
Rumer, Minnie Galena	<i>St. Clair</i>	<i>Mascoutah</i>
Samuell, Lucy Elizabeth	<i>Mason</i>	<i>Easton</i>
Scanlan, Alice	<i>Livingston</i>	<i>Cullom</i>
Schaarman, Pauline Caroline	<i>Rock Island</i>	<i>Edgington</i>
Schaeffer, Lillian E.	<i>McLean</i>	<i>Normal</i>
Schertz, Lillian A.	<i>McLean</i>	<i>Woodruff</i>
Schilling, Margaret Wilhelmina	<i>Stephenson</i>	<i>Freeport</i>
Schofield, Marietta Georgia	<i>McLean</i>	<i>Normal</i>
Schroeder, Frieda A.	<i>McLean</i>	<i>Bloomington</i>
Seibert, Louise Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Seniff, Lillian Belle	<i>DeWitt</i>	<i>Clinton</i>
Sheahan, Agnes	<i>Mason</i>	<i>Bath</i>
Shepperd, Margaret D.	<i>Tazewell</i>	<i>Pekin</i>

NAME	COUNTY	POST OFFICE
Shinn, Minnie	<i>La Salle</i>	<i>Streator</i>
Skaggs, Margaret Olivia	<i>Mason</i>	<i>Saidora</i>
Sleeper, Susannah Margaret	<i>(Texas)</i>	<i>Waco</i>
Slonaker, Ida M.	<i>McLean</i>	<i>Carlock</i>
Slothower, Alice W.	<i>Stephenson</i>	<i>Winslow</i>
Smith, Cora	<i>Peoria</i>	<i>Peoria</i>
Smith, Laura C.	<i>McLean</i>	<i>Normal</i>
Smith, Mabel A.	<i>Tazewell</i>	<i>Pekin</i>
Smith, Maude E.	<i>McLean</i>	<i>Bloomington</i>
Smitson, Laura J.	<i>McLean</i>	<i>Normal</i>
Spencer, Lidy	<i>Douglas</i>	<i>Arcola</i>
Sperry, Nettie	<i>McDonough</i>	<i>Macomb</i>
Spickard, Lizzie Belle	<i>Knox</i>	<i>Yates City</i>
Spurrell, Jessie M.	<i>Jo Daviess</i>	<i>Elizabeth</i>
St. Clair, Margaret	<i>La Salle</i>	<i>Streator</i>
Stanger, Montanna A.	<i>McLean</i>	<i>Normal</i>
Stapleton, Bernice Ethel	<i>McLean</i>	<i>Bloomington</i>
Stephens, Minnie	<i>Putnam</i>	<i>Putnam</i>
Stephenson, Anna M.	<i>McLeau</i>	<i>Normal</i>
Stockton, Rookh	<i>(Indiana)</i>	<i>Burlington</i>
Strauss, Mabel K.	<i>Adams</i>	<i>Quincy</i>
Sturges, Bertha May	<i>Logan</i>	<i>Latham</i>
Swan, May	<i>Macon</i>	<i>Maroa</i>
Symons, Clara Elizabeth	<i>McLean</i>	<i>Bloomington</i>
Thomas, Cora	<i>St. Clair</i>	<i>East St. Louis</i>
Thomas, Nellie	<i>Marshall</i>	<i>Sparland</i>
Tigar, Ann Effie	<i>Mason</i>	<i>Havana</i>
Timmons, Mina L.	<i>Fulton</i>	<i>London Mills</i>
Trimble, Clara F.	<i>Tazewell</i>	<i>Tremont</i>
Tomb, Mabel Clare	<i>Woodford</i>	<i>Eureka</i>
Tucker, Blanche	<i>La Salle</i>	<i>Marseilles</i>
Tucker, Susie E.	<i>Macon</i>	<i>Decatur</i>
Turner, Ema	<i>Logan</i>	<i>Atlanta</i>
Van Eten Lizzie	<i>Mason</i>	<i>Bath</i>
Van Hook, Nelly	<i>McLean</i>	<i>Normal</i>
Van Meter, Edna Helen	<i>Mercer</i>	<i>Aledo</i>
Wakefield, Florence	<i>Peoria</i>	<i>Dunlap</i>
Walter, Elizabeth R.	<i>Tazewell</i>	<i>Delavan</i>
Watson, Eleanor B.	<i>Peoria</i>	<i>Peoria</i>
Watson, Ermina Etheleen	<i>Peoria</i>	<i>Glasford</i>
Webb, Laura H.	<i>McLeau</i>	<i>Bloomington</i>

NAME	COUNTY	POST OFFICE
Weber, Laura Mabel	<i>La Salle</i>	<i>Lostant</i>
Weber, Mary Amalia	<i>Christian</i>	<i>Pana</i>
Weldon, Margaret Rose	<i>McLean</i>	<i>Normal</i>
Wells, Helen J.	<i>La Salle</i>	<i>Streator</i>
West, Grace	<i>Peoria</i>	<i>Hanna City</i>
Wickler, Adeline	<i>Woodford</i>	<i>Minonk</i>
Wilkes, Martha M.	<i>Knox</i>	<i>Knoxville</i>
Williams, Mrs. Ella J.	<i>Woodford</i>	<i>Eureka</i>
Williams, Jennie Dick	<i>McLean</i>	<i>Colfax</i>
Wilson, Bertha Garish	<i>Pike</i>	<i>Griggsville</i>
Wissman, Pauline	<i>Mason</i>	<i>Havana</i>
Wolfersberger, Matilda C.	<i>St. Clair</i>	<i>Mascoutah</i>
Woodbridge, Mary E.	<i>Edgar</i>	<i>Paris</i>
Woods, Jennie	<i>La Salle</i>	<i>Streator</i>
Woodward, Ella N.	<i>La Salle</i>	<i>Streator</i>
Yale, Edith Edna	<i>Tazewell</i>	<i>Washington</i>
Zerweck, Meta Veronica	<i>Tazewell</i>	<i>Pekin</i>
Zerweck, Nellie M.	<i>St. Clair</i>	<i>Lebanon</i>
Adams, Oscar	<i>Edgar</i>	<i>Metcalfe</i>
Arnett, James Horatio	<i>McLean</i>	<i>Normal</i>
Austin, Clem. C.	<i>La Salle</i>	<i>Streator</i>
Babcock, Charles W.	<i>Schuyler</i>	<i>Rushville</i>
Ballard, S. W.	<i>McLean</i>	<i>Ellsworth</i>
Barton, Grant	<i>Peoria</i>	<i>Bartonville</i>
Bell, Claude	<i>Greene</i>	<i>Greenfield</i>
Bixler, John N.	<i>Stark</i>	<i>Wyoming</i>
Boggess, Ralph Vernon	<i>Vermilion</i>	<i>Catlin</i>
Bonnell, Charles H.	<i>Christian</i>	<i>Owaneco</i>
Bonnell, Clarence	<i>Massac</i>	<i>Metropolis</i>
Bristol, Walter Harold	<i>Peoria</i>	<i>Dunlap</i>
Bulger, Charles R.	<i>Ford</i>	<i>Gibson City</i>
Campbell, William Stewart	<i>Peoria</i>	<i>Hanna City</i>
Cartwright, Roy E.	<i>Macon</i>	<i>Blue Mound</i>
Cavins, Lorimer T.	<i>Coles</i>	<i>Mattoon</i>
Colwell, Clyde Conish	<i>McLean</i>	<i>Bloomington</i>
Couch, Edward B.	<i>Peoria</i>	<i>Hanna City</i>
Criss, Edward	<i>Pike</i>	<i>Pleasant Hill</i>
Dennis, Herbert R.	<i>Tazewell</i>	<i>Morton</i>
Dickerson, Mercer	<i>Jasper</i>	<i>West Liberty</i>
Dickhaut, Otto	<i>St. Clair</i>	<i>Mascoutah</i>
Duncan, Daniel Mark	<i>Piatt</i>	<i>Lintner</i>

NAME	COUNTY	POST OFFICE
Duncan, Paul G.	<i>Piatt</i>	<i>Lintner</i>
Earl, Claude E.	<i>Piatt</i>	<i>Centerville</i>
Erickson, August C.	<i>Knox</i>	<i>Yates City</i>
Fischer, Frank Fabricius	<i>Woodford</i>	<i>Metamora</i>
Freeman, William H.	<i>Marshall</i>	<i>Varna</i>
French, James D.	<i>Kendall</i>	<i>Lisbon</i>
Gash, Charles Milburne	<i>McDonough</i>	<i>Macomb</i>
George, Frank J.	<i>McLean</i>	<i>Normal</i>
Gill, Oscar Champney	<i>Peoria</i>	<i>Rome</i>
Green, Irvin Judson	<i>Greene</i>	<i>White Hall</i>
Hall, Arthur Coleman	<i>Woodford</i>	<i>Eureka</i>
Harwood, Dorsey Alfred	<i>Livingston</i>	<i>Manville</i>
Hayes, Arleigh John	<i>Peoria</i>	<i>Brimfield</i>
Hetfield, William M.	<i>McLean</i>	<i>Normal</i>
Hickman, Ira C.	<i>Marshall</i>	<i>Varna</i>
Hiett, Asa B.	<i>Tazewell</i>	<i>Pekin</i>
Hill, Frank O.	<i>Marshall</i>	<i>Sparland</i>
Hill, James S.	<i>St. Clair</i>	<i>Summerfield</i>
Hoffman, Adam	<i>Monroe</i>	<i>Madonnaville</i>
Howard, Fred	<i>McLean</i>	<i>Anchor</i>
Howard, Theodore E.	<i>Peoria</i>	<i>Hanna City</i>
Hultgren, Elmer F.	<i>Henry</i>	<i>Cambridge</i>
Iler, Harry Elberry	<i>Peoria</i>	<i>Peoria</i>
Ingman, W. E.	<i>Logan</i>	<i>Hartsburg</i>
Jacobs, Charles W.	<i>Clay</i>	<i>Flora</i>
James, McNeal	<i>LaSalle</i>	<i>Streator</i>
Jones, Edgar S.	<i>Piatt</i>	<i>Gisco</i>
Kelsheimer, Ira D.	<i>Vermilion</i>	<i>Indianola</i>
Kennedy, Thomas Morgan	<i>Marshall</i>	<i>Varna</i>
Kirk, Henry Berry	<i>Montgomery</i>	<i>Donnellson</i>
Kurtz, Edward	<i>Richland</i>	<i>Olney</i>
Lathrop, Roy A.	<i>Henderson</i>	<i>Raritan</i>
Law, Charles T.	<i>Tazewell</i>	<i>Minier</i>
Leaf, Clifford	<i>McLean</i>	<i>Normal</i>
Linville, Isaac Graham	<i>Woodford</i>	<i>Roanoke</i>
McDowell, S. Kline	<i>McLean</i>	<i>McLean</i>
McDuffee, Ervin Leo	<i>McLean</i>	<i>Bloomington</i>
McFarland, Will Johnson	<i>Greene</i>	<i>Carrollton</i>
Madden, Frank Eddy	<i>McLean</i>	<i>Normal</i>
Mannon, Calvin H.	<i>Stark</i>	<i>Osceola</i>
Mansell, Lyman B.	<i>Ford</i>	<i>Kempton</i>

NAME	COUNTY	POST OFFICE
Medill, R. B.	<i>LaSalle</i>	<i>Oglesby</i>
Mellinger, Lee L.	<i>Piatt</i>	<i>Cerro Gordon</i>
Murphy, Alvin	<i>Woodford</i>	<i>Cazenovia</i>
Naffziger, Simon Edward	<i>Tazewell</i>	<i>Minier</i>
Niedermeyer, Frederick David	<i>Macon</i>	<i>Decatur</i>
Oathout, Charles Hubert	<i>Iroquois</i>	<i>Loda</i>
O'Leary, James	<i>Marshall</i>	<i>Sparland</i>
Opperman, D. C. Owen	<i>Cook</i>	<i>Chicago</i>
Perkins, Orville Benton	<i>Warren</i>	<i>Roseville</i>
Petty, Clarence Melville	<i>Lawrence</i>	<i>Sumner</i>
Pringle, Maurice Franklin	<i>LaSalle</i>	<i>Tonica</i>
Reed, Frank P.	<i>McLean</i>	<i>Bloomington</i>
Renner, Fred A.	<i>St. Clair</i>	<i>Lebanon</i>
Santee, Albert M.	<i>Peoria</i>	<i>Edelstein</i>
Selby, Richard E.	<i>Piatt</i>	<i>Cerro Gordo</i>
Shaub, Bert Gay	<i>Logan</i>	<i>Emden</i>
Shaw, Lou. Trell	<i>Lawrence</i>	<i>Sumner</i>
Smith, Charles W.	<i>Greene</i>	<i>Carrollton</i>
Smith, Paul McCorkle	<i>McLean</i>	<i>Bloomington</i>
Smithson, Clyde Olis	<i>Scott</i>	<i>Winchester</i>
Solomon, George W.	<i>Macoupin</i>	<i>Palmyra</i>
Springgate, W. Clyde	<i>Greene</i>	<i>Whitehall</i>
Stafford, Charles Macaulay	<i>Piatt</i>	<i>Monticello</i>
Stauter, George Henry	<i>Marshall</i>	<i>Washburn</i>
Stotler, Howard A.	<i>McLean</i>	<i>Hudson</i>
Stuckey, Leo	<i>McLean</i>	<i>Hudson</i>
Taylor, Delbert R.	<i>Maashall</i>	<i>Sparland</i>
Taylor, Walter Alfred	<i>Lake</i>	<i>Antioch</i>
Tomlin, Benjamin	<i>Mason</i>	<i>San Jose</i>
Trappe, Theodore Henry	<i>St. Clair</i>	<i>Mascoutah</i>
Ullrich, Fred T.	<i>St. Clair</i>	<i>New Baden</i>
Vaughan, Walter M.	<i>Franklin</i>	<i>Ewing</i>
Waldron, Carl A.	<i>Tazewell</i>	<i>Delavan</i>
Watrous, Edward Palmer	<i>Peoria</i>	<i>Mapleton</i>
Wellman, John Harold	<i>Pope</i>	<i>Goldsboro</i>
Wendell, W. H., Jr.	<i>Greene</i>	<i>White Hall</i>
White, William C.	<i>Knox</i>	<i>Oneida</i>
Wickersham, Ellis Bert	<i>Warren</i>	<i>Roseville</i>
Wiekert, John Valentine	<i>Logan</i>	<i>Emden</i>
Yinger, Harley	<i>Peoria</i>	<i>Hanna City</i>

TOTAL, AT BEGINNING OF FIFTH WEEK..... 444

SUMMARY.

Senior Class	62
Second Class	86
Third Class.....	158
Fourth Class.....	266
Students in Summer Term not included above....	353
Total	925

572

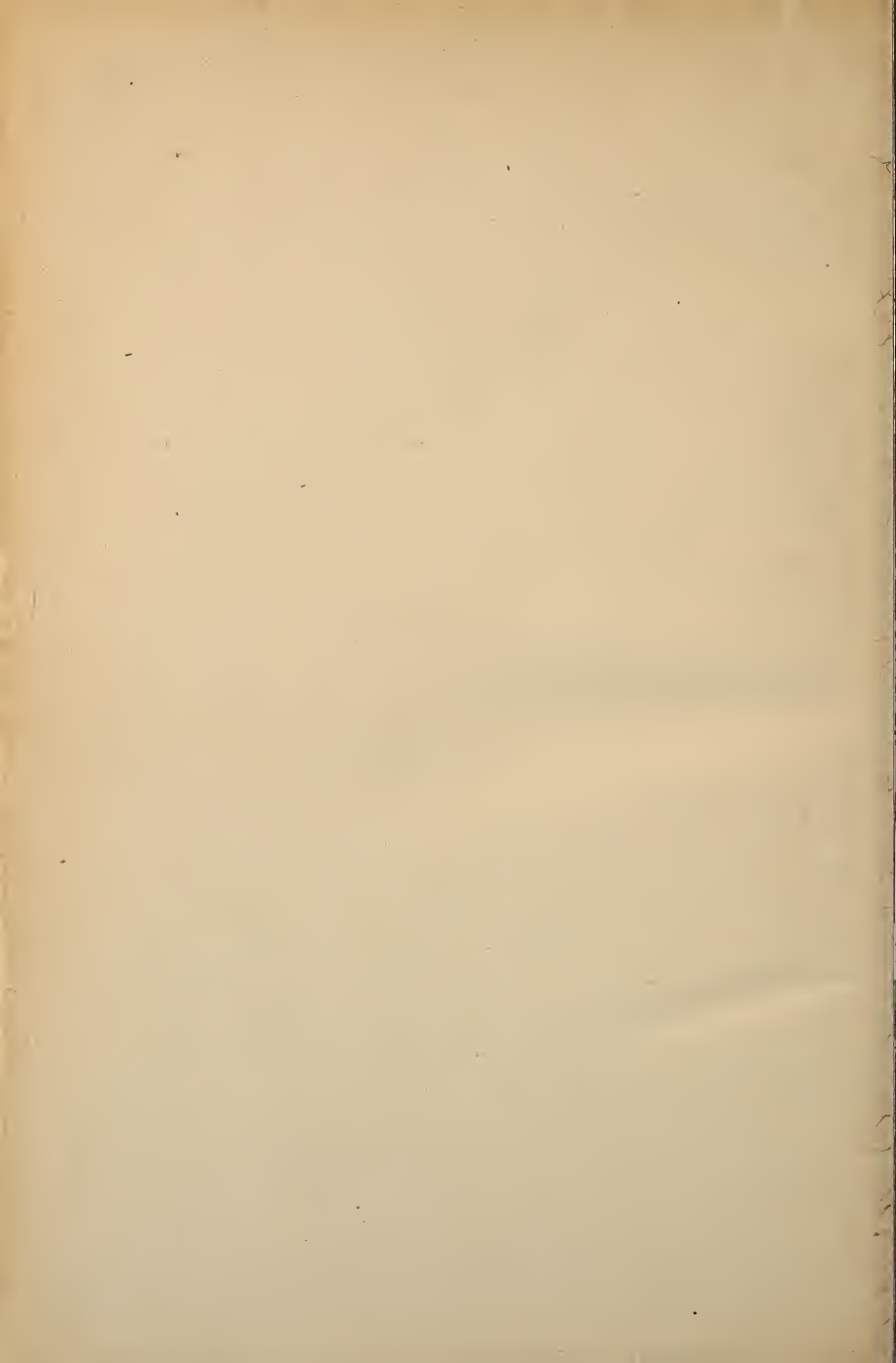
ATTENDANCE BY COUNTIES.

Adams	7	Jo Daviess.....	4	Ogle.	1
Boone.....	1	Johnson	1	Peoria	57
Brown	2	Kane	2	Perry.....	2
Bureau	1	Kankakee	11	Piatt	20
Cass	7	Kendall.....	1	Pike	25
Champaign.....	4	Knox	18	Pope	6
Christian	16	Lake	1	Putnam.....	3
Clay.....	2	LaSalle.....	37	Randolph.....	1
Clinton	1	Lawrence	2	Richland	6
Coles	5	Lee.	1	Rock Island.....	10
Cook	8	Livingston.....	27	Saline.....	4
Crawford.....	1	Logan	24	Sangamon.....	13
DeKalb	2	McDonough	3	Schuyler..	14
DeWitt	18	McHenry	2	Scott	3
Douglas.....	5	McLean	165	Shelby	5
Edgar	5	Macon.....	47	Stark	9
Franklin.....	1	Macoupin.....	7	St. Clair	28
Ford	15	Madison	9	Stephenson.....	6
Fulton	6	Marion	3	Tazewell	36
Gallatin	1	Marshall	23	Vermilion	13
Greene.....	11	Massac	1	Warren.....	5
Grundy	4	Mason	23	Wayne ...	2
Hancock	2	Menard.....	7	White	2
Henderson	2	Mercer	5	Whiteside	2
Henry	3	Monroe.....	4	Will	9
Iroquois	13	Montgomery.....	12	Winnebago	3
Jasper	4	Morgan	8	Woodford.....	29
Jefferson.....	2	Moultrie	1	Other States....	13
Total.					925

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